

Appendix A

Crosswalk of Illinois’ State Perkins Plan to the U.S. Department of Education State Plan Guide

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EXECUTIVE ORDER

2019-03

**EXECUTIVE ORDER STRENGTHENING THE STATE'S COMMITMENT TO
WORKFORCE DEVELOPMENT AND JOB CREATION**

WHEREAS, the State of Illinois should prioritize revitalizing economic growth and creating economic opportunity in communities across the entire state; and

WHEREAS, the State of Illinois has failed to fully identify and embrace innovative strategies to focus workforce development dollars on emerging growth industries; and

WHEREAS, identifying and investing in growth industries, such as health care, information technology, and green technology, in growing manufacturing sectors, and in innovation to strengthen Illinois' critical agriculture industry will maximize job creation across the state and help us build a stronger economic foundation; and

WHEREAS, the State of Illinois should place a high priority on aligning workforce development resources across related economic development, education, and workforce-based human services programs to ensure efficient and effective investment in emerging growth industries; and

WHEREAS, the State of Illinois should work with employers to meet real-time shifts in market demand, using a data-driven approach and scaling best practices to ensure that resources are used effectively to train workers for industries that are hiring and position the State to attract federal funding; and

WHEREAS, the State of Illinois has the opportunity to position itself to attract additional federal funding by better focusing existing resources, particularly by expanding state-, local- and industry-led partnerships that create and scale work-based learning to meet in-demand occupations; and

WHEREAS, Illinois government must address the failures of the previous administration head-on, get back to the basics of effective governing and create a plan to move our state forward into a new day; and

THEREFORE, I, JB Pritzker, Governor of Illinois, by virtue of the executive authority vested in me by Article V of the Constitution of the State of Illinois, hereby order as follows:

I. Review of Identified Targeted Growth Industries

The Department of Commerce and Economic Opportunity shall, within 90 days of the effective date of this Executive Order, deliver a report to the Governor containing a comprehensive review of industries the Department has identified for targeted growth to determine the ongoing effectiveness of investment in those industries and to identify emerging opportunities for investment in growing industries.



II. Review of Effective and Efficient Investment in Targeted Industries

The Department of Commerce and Economic Opportunity shall, within 90 days of the effective date of this Executive Order, deliver a report to the Governor containing a comprehensive review of the return on investment for targeted industries with recommendations for improving the efficiency and effectiveness of existing investment, and best practices and lessons learned for future investment in emerging growth industries.

III. Report on Improved Alignment of Workforce Resources for Disenfranchised Communities

The Department of Commerce and Economic Opportunity shall, within 90 days of the effective date of this Executive Order, deliver a report to the Governor containing comprehensive recommendations for improving alignment of workforce resources for communities that have been disenfranchised, including rural and urban communities.

IV. Savings Clause

Nothing in this Executive Order shall be construed to contravene any federal or State law or regulation. Nothing in this Executive Order shall affect or alter the existing statutory powers of any State agency or be construed as a reassignment or reorganization of any State agency.

V. Prior Executive Orders

This Executive Order supersedes any contrary provision of any other prior Executive Order.

VI. Severability Clause

If any part of this Executive Order is found to be invalid by a court of competent jurisdiction, the remaining provisions shall remain in full force and effect. The provisions of this Executive Order are severable.

VII. Effective Date

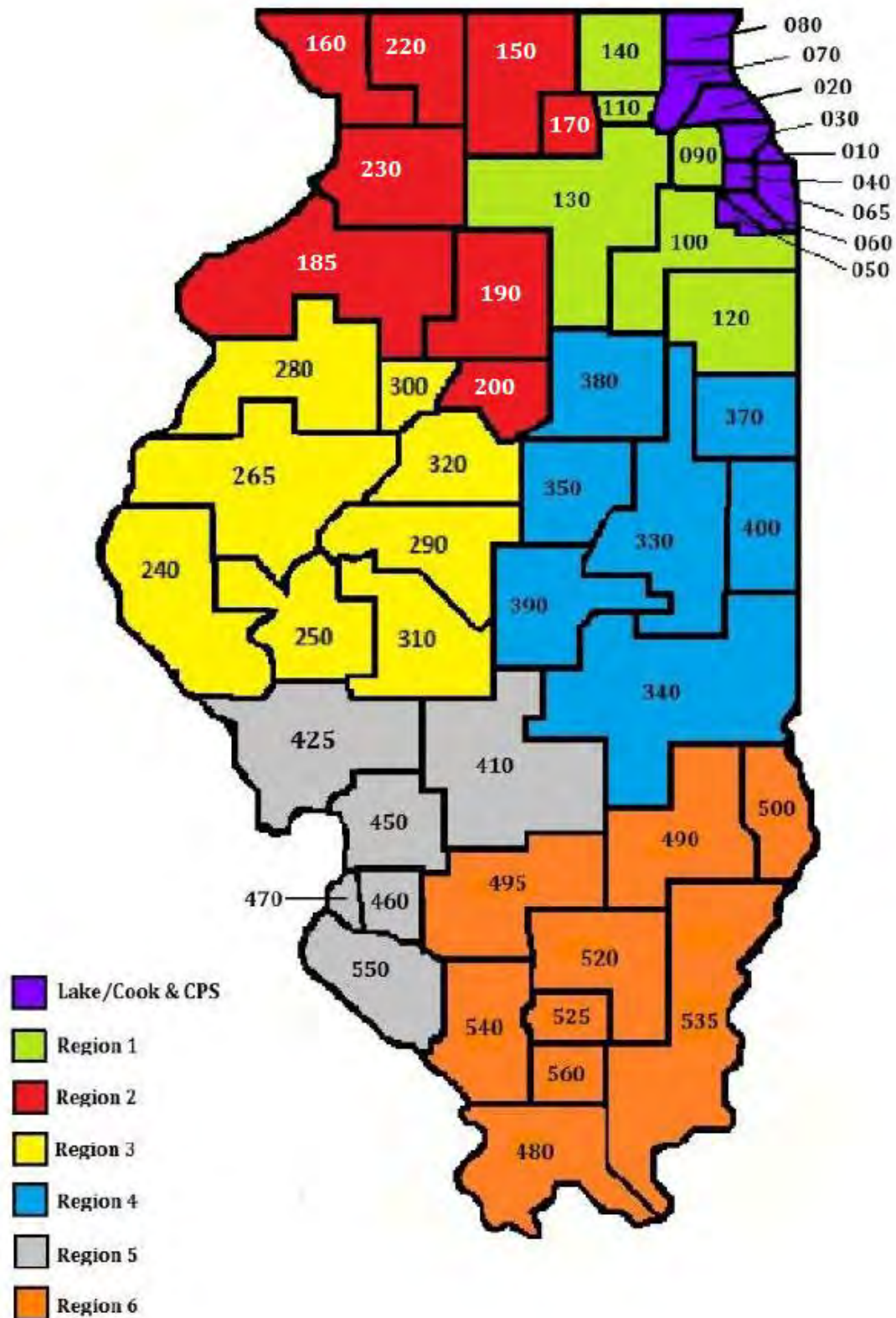
This Executive Order shall take effect immediately upon its filing with the Secretary of State.

JB Pritzker, Governor

Issued by Governor: January 16, 2019

Filed with Secretary of State: _____

EDUCATION FOR EMPLOYEE SYSTEM BOUNDARIES



In addition, the following 3 state agencies provide CTE to students receiving agency services in locations throughout the state.

EFE 570 – IL Dept. of Juvenile Justice
 EFE 580 – Dept. of Human Services (OMH/DD)
 EFE 590 – Dept. of Human Services (Rehab)

Career and Technical Education Regional Roadshows- December 2018

**Prepared for: Illinois State Board of Education and Illinois Community College Board
Prepared by: The Illinois Center for Specialized Professional Support, Illinois State University**

Summary

Six listening sessions were held during December 2018 to share information about Perkins V and gather feedback on Illinois' vision for CTE from stakeholders. The facilitated sessions were held in Springfield (2), Mount Vernon (1), Palos Hills (2), and Elgin (1). A total of 209 participants attended the listening sessions representing secondary and postsecondary practitioners, local workforce boards, state agency staff, businesses, parents, and students. Staff from ISBE and ICCB presented the potential opportunities in Perkins V and then attendees were led through an open discussion and completed a worksheet asking them what Illinois' vision should be for CTE. They were also asked to review a list of state leadership activities and select five that should be prioritized by the State. Attendees also were asked to comment on what is working well, current challenges, barriers anticipated with Perkins V, and what they need to overcome those challenges.

What should Illinois' vision be for CTE?

Major Themes – Strategy, Focus, and Approach; Alignment and Collaboration.

Focus on creating a strategy for the various components of CTE (counselor training, teacher pipeline, curriculum, dual credit, etc.) was mentioned most often. Better alignment of services through collaboration and effective partnerships and building understanding of CTE through marketing and communication was also mentioned frequently.

What state leadership activities should Illinois carry out?

The five activities selected most frequently were:

1. High-quality, comprehensive professional development for teachers, faculty, and support personnel, including to stay current with industry standards and earn an industry recognized credential or license. (40)
2. Support for the integration of employability skills into career and technical education programs. (36)
3. Support for establishing and expanding work-based learning opportunities. (26)
4. Improvement of career guidance and academic counseling programs. (24)
5. Support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents. (24)

What is working well that can be expanded, replicated and scaled across the state?

Major Theme – Partnerships that generate learning opportunities (tours, apprenticeships, etc.)

Partnerships, both with education (secondary and postsecondary) and business, were most frequently identified as something that is working well and could be replicated. These partnerships generate opportunities for students and the ability to be responsive local business needs.

Some of the respondents cited successful student programs (in conjunction with business/industry or within their schools) in their regions:

- CTE-focused student organizations
- Young Manufacturers Association – provides pre-WBL “exposure visits” to workplaces
- Worksite tours for seventh graders. Students bring back coloring books about the trade they saw and share them with younger students, opening conversation about careers at a younger age.
- Focused efforts that successfully engage non-white students in agriculture.

What barriers or challenges are you currently facing?

Major Themes – Funding, Staffing, and Collaboration.

Inequitable funding, restrictions on funding, and inadequate funding were cited as barriers by many respondents. Shortage of teachers and professional development to make them more effective in the classroom was also mentioned frequently as being a barrier. Factors identified as making it difficult to find and engage qualifying instructors: inconsistent requirements/expectations, availability of teacher training, and salary.

Many respondents felt the various stakeholders worked in silos and lacked opportunities for collaboration. Contributing factors include: data/information sharing, effective communication, and finding partnerships.

Enrolling students in CTE classes was also frequently cited as a challenge. Scheduling, dual credit discrepancies, stigma, and graduation requirements were all identified as making it more difficult for students to consider CTE. Identifying and reaching out to more specific populations (such as drop outs and incarcerated students) was also mentioned.

What barriers or challenges do you anticipate with Perkins V?

Major Themes – Implementation, Data Availability, and Collaboration.

Implementation was most often cited as the major concern with resources, timeline, and competing the needs assessment as contributing factors. Some respondents were also concerned about what this would “look like” and felt they needed more understanding about Perkins V and how to implement. Collection, availability, and use of data was also mentioned as a concern. The lack of collaboration and alignment among all partners was cited as problematic, as well.

What professional development or technical assistance needs will help you overcome any challenges?

Major Theme – Professional Development.

The need for professional development was most often mentioned, validating the desire to see state leadership focus on professional training. Most often cited as training needs: teaching skills, adapting to new standards, the role of CTE and readiness, teaching CTE to special education students, and trauma informed practices. Respondents also indicated they would like training on effective marketing, creating partnerships, building understanding, and fighting the stigma associated with CTE.

Perkins Stakeholder Workgroup--Data

Jay Brooks	Senior Director for Research and Policy Studies	Illinois Community College Board
Michelle Dufour	Associate Director for Research and Policy Studies	Illinois Community College Board
Jonita Ellis	Coordinator of Academic Assessment & Reporting	College of DuPage
Jana Ferguson	Associate Director for Research and Policy Studies	Illinois Community College Board
Jonathan Furr	Executive Director	Education Systems Center at Northern Illinois University
Kathy Swinson	Director, Transition Center & Perkins	Illinois Eastern Community Colleges
Nathan Wilson	Deputy Director for Academic Affairs and Institutional Effectiveness	Illinois Community College Board
Ron Payne	Manager – Workforce Analysis and Dissemination	Illinois Department of Employment Security

Perkins Stakeholder Workgroup—Employer Engagement

Casey Anderson	Associate Director for Access and Technology	Illinois Center for Specialized Professional Support
Rose D'Agostini	CTP Operations Manager	William Rainey Harper College
Brian Gordon	Director	Three Rivers Education for Employment System
Sarah Graham	Executive Director	Land of Lincoln Workforce Alliance
Margie Hartfiel	EFE System Director	Career Education Associates of North Central Illinois
Eric Hill	Executive Director	SkillsUSA Illinois, Inc.
Sarah Labadie	Senior Policy Associate	Women Employed
Amanda Martin	AGM, Corporate Human Resources	North American Lighting
Brian Minsker	President	Illinois Parent Teacher Association
Lavon Nelson	Senior Director for Workforce Development	Illinois Community College Board
Curt Oldfield	President	Spoon River College
Robert Pullion	Learning and Development Program Manager	Zurich Insurance
Lori Ragland	Vice President of Instruction & Student Affairs	Rend Lake College
Kim Watson	Senior Account Manager	IL DCEO

Pamela Weber	Consultant	Illinois Career & Technical Education Administrators
Mary Werries	Associate Director of Career and Technical Education	Illinois Community College Board
Gayle Appel	Curriculum Specialist & EFE Director	O'Fallon Twp HSD 203 / EFE 460 SWIC
Mary Beth Ottinger	Dean, Career and Tech Programs	Harper College
Alison Maley	Government and Public Relations Director	Illinois Principals Association
Mark Jontry	Superintendent	Regional Office of Education #17
George Evans	President	Kaskaskia College
Steven Svetlik	Founder and President	CS4IL
Adam Hectman	Director of Technology and Civic Innovation for Chicago	Microsoft
Kevin Semlow	Director of State Legislation	Illinois Farm Bureau
Jim Nelson	Vice President Education and Workforce Policy and Executive Director	IMA Education Foundation
David Robinson	Director of Technology Integration and Infrastructure	Carthage College
Kim Janas	Chief of Staff	Illinois Attorney General's Office
Stacey Hull	Workforce Development Consultant	Memorial Medical Center
Dave Strickland	Assistant Vice President, Education and Knowledge Strategies	Illinois Health and Hospital Association
Al Crook	Director of HR	Zurich North America
Lashana Jackson	SVP, Talent Management and HR for Deployment	R1 RCM
Pam Furlan	Executive Director/LWIB and Programs	Business Employment Skills Team, Inc
Blanche Shoupe	Director	Workforce Investment Board of Western Illinois
Mindy Bunselmeyer	Executive Director	Illinois Association FFA
Doug Hanson	Seed Specialist/Forage Seeds Lead	ProHarvest Seeds
Becky Ropp	Director of Communications	Growmark
Don Whitman	President of TEAI & Technology Teacher	Normal Community High School

Perkins Stakeholder Workgroup—Equity and Equal Access

Jason Dockter	Interim AVP, Academic Services	Lincoln Land Community College
Aimee Galvin	Policy and Government Affairs Manager	Stand for Children Illinois

Jessica Hayes	Executive Director	Illinois Certification Board, Inc.
Michaela McGill	Director, Workforce & Corporate Partnerships	One Million Degrees
Mackenzie Montgomery	Director for Student Services	Illinois Community College Board
Marci Rockey	Project Coordinator	Office of Community College Research & Leadership
Martha Smith	Office Support Specialist	Illinois Center for Specialized Professional Support
Cathy Taylor	Interim Dean, SBCT Division	Elgin Community College
Dan Wellman	Administrator	Illinois Dept. of Veterans Affairs-Veterans Education and Training
Brenda Hubert	Director	Psychological Service Center
Eddie Phillips	Vice President of Academic Affairs	City Colleges of Chicago-Kennedy-King College
Alishia Atkins	Associate Dean of Instruction	City Colleges of Chicago-Kennedy-King College
Karina Ayala-Bermejo	CEO and President	The Aspen Institute
Josh Kaufmann	Senior Executive Director	Teach Plus Illinois
John Burkey	Executive Director	Large Unit District Association
David Ardrey	Director of School Partnerships and Outreach	Southern Illinois University
Jessica Handy	Government Affairs Director	Stand for Children Illinois
Teresa Haley	State President	NAACP
Vonderlack-Rebecca Navarro	Senior Policy Analyst	Latino Policy Forum
Janet Szlyk	President and CEO	The Chicago Lighthouse
Dan Kotowski	President and CEO	ChildServ
Lesley Frederick	Vice President of Student Services	Lincoln Land Community College
Jen Holldorf	Special Populations Coordinator, Career and Technical Education Advisor	Black Hawk College
Paige Ponder	CEO	One Million Degrees
Dirk Muffler	Director of Adult and Alternative Education	Regional Office of Education #40
Patricia Nix-Hodes	Director, Law Project	Chicago Coalition for the Homeless
Vicki Hodges	State Coordinator for McKinney-Vento Homeless Education	National Center for Homeless Education
Olga Pribyl	Vice President Special Education Clinic and Pro Bono	Equip for Equality
Megan Cooch	Executive Director	The Arc of Illinois
Josh Evans	President and CEO	Illinois Association of Rehabilitation Facilities

Chris Yun	Education Policy Analyst	Access Living
Ryan Croke	Chief of Staff	Illinois Department of Human Services
Doug Morton	Administrator	Illinois Department of Human Services
Robert Aherin	Professor, Ag Safety and Health Program Leader	University of Illinois at Urbana-Champaign
Beverly Walker	Director	Department of Children and Family Services
Karrie Rueter	Program Director	Illinois Department of Human Services

Perkins Stakeholder Workgroup—Innovation

Nikki Michalak	Research Coordinator	Illinois Center for Specialized Professional Support
Melissa Andrews	Associate Director	Illinois Community College Board
Chad Flannery	Na	NA
Jennifer Foster	Deputy Executive Director	Illinois Community College Board
Tom Frazier	Director	Bloomington Area Career Center/EFE #350
Joseph Sander	Assistant Superintendent	Washington Community High School, District 308
Gina Schuyler	EFE 080	Lake County Tech Campus/Vocational System
Rich Stempinski	Manager of the Office of Adult Education and Vocational Services	Illinois Department of Corrections
Cindy Stover	Executive Director/Consultant	Illinois Association for Career and Technical Education
Nina Tangman	Senior Associate Director	Illinois Board of Higher Education
Patty Zuccarello	Dean, Career and Technical Education	Joliet Junior College
Sarah Hartwick	Executive Director	ED-RED
Judy Hackett	Superintendent	Northwest Suburban Special Education Organization
Kyle Westbrook	Executive Director	The Partnership for College Completion
Mike Monaghan	Executive Director	Illinois Community College Trustees Associations
Jim Morphew	Partner	Sorling Northrup Attorneys

Gabe Lopez	Manager of Recruitment and School Partnerships	Genesys Works
Sophia Hortin	State President	Illinois Association FFA
Ali Karbassi	Founder and CEO	We All Code
Jason Keller	Economic Development Director for Illinois	Federal Reserve Bank of Chicago
Shenita Johnson	Executive Director	Illinois State Charter School Commission

Perkins Stakeholder Workgroup—Teacher Pipeline/Professional Learning

Dean	Dittmar	Coordinator	Facilitating Coordination in Agricultural Education
Karen	Drage	Legislative Chair	Illinois Business Education Association
Sarah	Goldammer	Educational Training Specialist	Southern Illinois Professional Development Center
Renodder	Holder-Brown	Carl Perkins Coordinator	Kennedy-King College , City Colleges of Chicago
Nicole	Joerger	Associate Director for Career and Technical Education	Illinois Community College Board
Chris	Kendall	System Director	Peoria Education Region For Employment and Career Training
Jill	Lane	Dean of Transfer Programs	Lewis and Clark Community College
Kathy	Patten	Incoming Chair - Board of Directors	Illinois Family, Career and Community Leaders of America
Lisa	Small	Associate Superintendent	Township HS District 211
April	Sonnefeldt	Executive Director	Illinois Health Occupations Students of America
Ashlee	Spannagel	Delabar CTE System Director/Compliance Officer	Regional Office of Education #33
Marcy	Thompson	Assistant Vice President	Elgin Community College
Jill	Kingsfield	Superintendent	Argo Community High School, District 217
Ariel	Johnson	Legislative Affairs Manager	Illinois Network of Charter Schools
Nicole	Wills	Legislative Liaison????	Illinois State Board of Education
Deanna	Sullivan	Director of Governmental Relations	Illinois Association of School Boards
Peg	Agnos	Legislative Director	Lend and SCOPE and Illinois High School District Organization
Laura	Farr	Director, State and Local Relations	Northwestern University

Peggy	Heinrich	Vice President of Teaching, Learning and Student Development	Elgin Community College
Linda	Vollinger	President	Illinois Association of School Nurses
Amy	Ballinger-Cole	Director of Governmental Relations	Advance Illinois
Tracy	Orr	Owner, Picture Perfect Photography	White County CEO Facilitator
Marta	Lockwood	Executive Director	FCCLA Illinois Association
Julio	Rodriguez	Deputy Director of the Office of Employment and Training	Illinois Department of Commerce and Economic Opportunity
John	Heiser	President and Agriculture Teacher	Illinois Association of Vocational Agriculture Teachers
Chris	Merrill	Professor, Technology and Engineering Education	Illinois State University

Perkins Stakeholder Workgroup—Transitions

Malinda	Aiello	Associate Director for Academic Affairs	Illinois Board of Higher Education
Natasha	Allan	Associate Director for CTE Compliance	Illinois Community College Board
Nicole	Bastian	Major, Commanding Officer Recruiting Station St. Louis	United States Marine Corps
Matthew	Beasland	Dean of Adult & Continuing Education	South Suburban College
Marcus	Brown	Senior Director for Academic Affairs	Illinois Community College Board
Kinasha	Brown	Northern Kane County EFE 110 System Director/Director of Educational Pathways	Elgin School District U-46/Northern Kane County
Kate	Danielson	Executive Director	Foster Progress
Catherine	Dorathy	CTE Grants & Projects Manager	Black Hawk College
Stacia	Edwards	Deputy Provost	City Colleges of Chicago
Bevan	Gibson	Director	Southern Illinois Professional Development Center
Leslie	Goines	School Counselor	Massac County High School
Julie	Holdeman	Student Success Coordinator	College of Lake County
Jacqueline	Moreno	Managing Director - College Access Initiatives	Illinois Student Assistance Commission
Robert	Stevenson	Commanding Officer	United States Marine Corps Recruiting Station Chicago

Marvin	Talley	Executive Assistant to the Superintendent/CEO	Matteson School District 162/Southland College Prep High School
Melinda	Tejada	Vice President of Student Development	Waubonsee Community College
Scott	Wernsman	Associate Dean of Career & Technical Education	John A. Logan College
Rob	Werden	Superintendent	Regional Office of Education #41
Ronda	Dunn	EFE Director & ROE Programs Director	EFE 540 & Regional Office of Education #30
Kurt	Hilgendorf	Government Liaison, Member P-20 Council	Chicago Teachers Union
Cal	Jackson	Legislative Consultant	Illinois Association of School Business Officials
John	Carr		
Dan	Deasy	Manager of Continuing Education Operations and Grant Compliance	College of DuPage
Arlene	Santos-George	Dean of Adult Education and ESL Division	College of Lake County
Melissa	Mitchell	Executive Director	Federation for Community Schools
Jenna	Garcia	Program Manager	Code.org
Jesse	Ruiz	Illinois Deputy Governor for Education	Office of the Governor
Stephanie	Bernoteit	Deputy Director	Illinois Board of Higher Education
Dave	Naze	Vice President for Academic Affairs	Kankakee Community College

The following list of people were present, but the committee they participated in was not indicated:

Sheila	Quirk-Baley	President	Illinois Central College
Pam	Haney	Vice President of Academic Affairs	Moraine Valley Community College
Carol	DiCola	Assistant Director Registration and Records	Oakton Community College
Erin	Steva	Midwest Director	Young Invincibles
John	Rico	Founder and Principal	Rico Computers Enterprises Inc.
John	Kugler	Educator	Illinois Federation of Teachers



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Perkins V State Plan Work Group: Strategies and Recommendations

Marci Johnson, Director of Curriculum and
Instruction, Illinois State Board of Education

Whitney Thompson, Director for Career and
Technical Education, Illinois Community
College Board

June 6, 2019



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Perkins V State Plan Work Group

Purpose: To engage and consult with external stakeholders in the development of the State's Career and Technical Education Plan (FY2021-FY2024).

Goals:

1. Ensure all external stakeholder voices are heard.
2. Collect goals, objectives, strategies, and action steps to inform the State Plan.
3. Identify statewide priorities to set a strategic direction in motion.



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Perkins V State Plan Work Group

- Work Group members were assigned to committees and charged with making recommendations on strategies to ISBE and ICCB to be included in the 4-Year State Plan.
 - In-person meeting held February 21, 2019 in Bloomington-Normal, IL
 - 3 virtual meetings by April 30, 2019



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CAREER & TECHNICAL EDUCATION

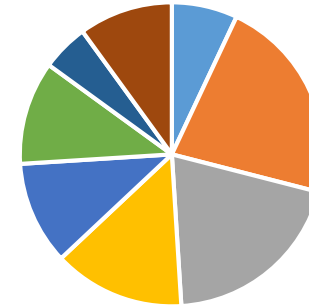
Career Connected Learning
for All Students

Required External Stakeholders

Required Stakeholders

- Representatives of secondary CTE programs
- Representatives of postsecondary CTE programs
- Representatives of minority serving institutions
- Students and parents, community organizations
- Representatives of the State workforce development board
- Representatives of business and industry
- Representatives of local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of special populations, including individuals with disabilities
- Others, including Adult Education

Meeting Participants



- Adult Education
- Postsecondary
- Secondary
- Community (Parents, Students, Advocacy)
- Business and Workforce
- Representatives of Special Populations
- Minority- Serving Institutions
- Other



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Opportunities and Focus

Six Opportunities

1. Increased alignment within and between education and workforce systems
2. Accountability and continuous improvement
3. Increased focus on equitable outcomes
4. Smoothing transitions within career pathways
5. Increased flexibility to scale innovation
6. Engaging communities and strengthening partnerships



State Plan Work Group Committee Structure

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



Innovation

Goal 1: Illinois will increase the pipeline of CTE teachers/instructors.

Objectives	Actions
1.1 Develop a larger pool of CTE Instructors	<ul style="list-style-type: none">• Provide flexible options for teacher certification to meet emerging and innovative programming.• Repurpose instructors from low demand areas to higher demand areas.
1.2 Create Awareness of CTE teaching options	<ul style="list-style-type: none">• Provide funding for promotion and marketing materials.• Research effective recruitment strategies from other states.
1.3 Provide transition support for industry professionals entering postsecondary instruction/environments	<ul style="list-style-type: none">• Provide professional development on pedagogy (i.e. lesson planning, classroom management, delivery of instruction, providing instruction to all students).• Increase the rigor and relevance of supports provided for adjunct faculty in CTE.
1.4 Provide incentives to recruit and retain CTE instructors/teachers	<ul style="list-style-type: none">• Provide tuition waivers• Provide funding for sabbaticals, mentoring, externships• Work with a university to create a CTE cohort with graduate credit• Provide micro credentials / ISBE license designation



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Innovation

Goal 2: Illinois will provide professional development for current and pre-service teachers/instructors.

Objectives	Actions
2.1 Provide flexible options for teacher certification to meet emerging and innovative programming.	<ul style="list-style-type: none">• Provide CTE instructor practicum experience/teacher externships as well as improving summer training opportunities.
2.2 Provide relevant, robust, innovative, emerging, cutting edge professional development to meet state, regional, and local needs.	<ul style="list-style-type: none">• ISBE and ICCB provide professional development.• Make funds available to attend and support professional development.
2.3 Ensure that CTE programs, teachers, and students have access to businesses and industry.	<ul style="list-style-type: none">• Promote advisory/leadership committees and business and industry partnerships.• Provide professional development on stakeholder engagement strategies.• Collect and provide access to tools and resources that promote advisory board effectiveness and demonstrate best practices for business engagement.
2.4 Provide ongoing training for licensure with stipulations.	<ul style="list-style-type: none">• Investigate other state models (i.e. Indiana State model for CTE teachers that are not certified)• Provide continued professional development and support to those teachers who have licensure with stipulations



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Innovation

Goal 3: Provide continued professional development and support to those teachers who have licensure with stipulations.

Objectives	Actions
3.1 Embed career information and exploration experiences beginning in 5th grade and continue these processes throughout postsecondary.	<ul style="list-style-type: none"> • Provide necessary career exploration tools for each grade level.
3.2 Promote team teaching and professional learning communities	<ul style="list-style-type: none"> • Provide professional development on these models
3.3 Allow for flexible school day, incorporating work-based learning opportunities.	<ul style="list-style-type: none"> • Continue conversation with the Illinois general assembly by advocating for flexible school day.
3.4 Increase opportunities for competency-based education	<ul style="list-style-type: none"> • Prior Learning Experience (PLE) might be what this means--awarding college credit for competencies students (usually adults) have met other ways-- industry certifications largely but also could be CLEP or similar. • Address current statutes that limit PLA
3.5 Ensure that funding exists to support innovation in delivery of instruction.	<ul style="list-style-type: none"> • Showcase Innovative Programs
3.6 Support/Promote the use of distance learning	<ul style="list-style-type: none"> • Collaborate with districts, community colleges to increase provide equal access to quality CTE programs



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Innovation

Goal 4: Improve student opportunities in CTE.

Objectives

4.1 Ensure that all students have the opportunity to pursue a career pathway

Actions

- Continued development of programs of study.
- Improve career counseling about CTE programs.
- Develop relationships with local business partners to provide learning experiences, work-based learning experiences, internships and apprenticeships.
- Provide students with career information and assessment tools to explore career pathways and programs of study.

4.2 Increase the number of students who have access to a Career and Technical Student Organizations (CTSO)

- Provide funding to support for CTSOs.
- Provide marketing to increase awareness of CTE and CTSOs.
- Increase flexibility in the school day, in core academics and graduation requirements to support CTE and CTSO participation.



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Transitions and Alignment

Goal 1: Information sharing: Communication and dissemination of information among stakeholders.

Objectives	Actions
1.1 Ensure consistent, comprehensive information sharing among stakeholders.	<ul style="list-style-type: none"> • Conduct regional summits to develop common language among stakeholders. • Determine common and critical information needed by all partners.
1.2 Develop common language between secondary, postsecondary, adult education, and business/industry stakeholders.	<ul style="list-style-type: none"> • Develop uniform transcripts <ul style="list-style-type: none"> • Uniform high school transcripts to include ACT/SAT scores, alignment statewide, OR guidance on necessary language/components for postsecondary. • Uniform community college transcripts. • Develop a unified platform accessible by secondary, postsecondary, adult education and WIOA partners. An interim measure would be a system that would follow individuals across and between institutions, programs, and partners.
1.3 Develop a common referral system.	<ul style="list-style-type: none"> • Determine what common information is needed by a group of core stakeholders. • Utilize common intake application and WIOA eligibility application to ensure alignment with the referral form. • Ensure the referral form contains common and consistent client information. • Ensure alignment with WIOA partners/other workforce partners. • Create a form that would follow individuals with all respective information OR create a unified platform to share all respective information.



**Illinois
State Board of
Education**

Transitions and Alignment

Goal 2: Curriculum Alignment: Ensure curriculum from secondary and postsecondary are aligned.

Objectives	Actions
2.1 Eliminate duplication of coursework and credentials.	<ul style="list-style-type: none">• Create a framework to systematically have a structure to follow for dual credit, prior learning assessment, and articulated credit to provide for more opportunities and less competition.
2.2 Develop and/or enhance communication between secondary, adult education, and postsecondary	<ul style="list-style-type: none">• Develop articulation agreements or agreed upon competency-based assessment from receiving institutional program.
2.3 alignment and expansion of Dual Credit	<ul style="list-style-type: none">• Provide for consistency throughout the state between secondary and community colleges as to how dual credit is to be offered.• Align curriculum of secondary with postsecondary to allow for dual credit.• Provide stricter alignment with a specific POS and/or Career Pathway.
2.4 Expand Quality Career Pathways	<ul style="list-style-type: none">• Develop programs of study which lead to a specific career pathway.• Ensure process to link/map math pathways to career pathways.



Illinois
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Education

Transitions and Alignment

Goal 2: Curriculum Alignment: Ensure curriculum from secondary and postsecondary are aligned. (CONTINUED)

Objectives	Actions
2.5 Essential Employability Skills	<ul style="list-style-type: none">• Incorporate the Illinois Essential Employability Skills Framework and Self-Assessment Tool into curriculum.
2.6 Assessment	<ul style="list-style-type: none">• Determine what assessments currently exist and are in use for career assessments/aptitude used to guide career pathways.• Utilize a uniform college placement tool to determine expectations for college readiness.• Develop a career pathways assessment.• Determine a common tool for career aptitude and exploration.• Identify effective practices and implementation in other states (i.e. Wisconsin, Texas, etc.)



**Illinois
State Board of
Education**

Transitions and Alignment

Goal 3: Accountability: Use data to ensure accountability and continuous improvement

Objectives	Actions
3.1 Make changes to secondary school designation.	<ul style="list-style-type: none">• College and Career Readiness (CCR) having more weight.• Look into the possibility of increasing CCR weighted percentage to 30%<ul style="list-style-type: none">• No determination on how this should/would impact academic weighting.
3.2 Set targets for completion rates for secondary, adult education, and postsecondary participants based on Perkins	<ul style="list-style-type: none">• Determine the percentage of completers who meet the program-specific, established college and career readiness criteria.• Determine the percentage of completers with essential employability skills.
3.3 Ensure data tracking system to monitor performance of special populations, as defined by Perkins	<ul style="list-style-type: none">• Disaggregate data to determine that the needs of various special populations are being met.



**Illinois
State Board of
Education**

Teacher Pipeline and Professional Development

Goal 1: Develop and implement strategies to align the CTE teacher pipeline with secondary through postsecondary education in Illinois to allow expansion to address the teacher shortage.

Objectives	Action Steps
1.1 Explore opportunities to identify and better align secondary and postsecondary teacher credential requirements	<ul style="list-style-type: none">• Identify and map existing credentials to address gaps and barriers in the current infrastructure impacting the teacher shortage.• Gather feedback from the CTE fields, both secondary and postsecondary, to develop credentialing recommendations.• Gather feedback from employers regarding resources, including experienced personnel, who could provide an amplified credentialed educator pool.• Compile information using common language to prepare and provide the recommendations brought forward.• Organize and conduct meetings between regulatory agencies such as ISBE, IBHE, ICCB, HLC, and others as needed to discuss credentialing.
1.2 Increase interest in, and awareness and support of CTE teaching opportunities to attract new candidates, retain existing teachers, and share resources to address the CTE teacher shortage.	<ul style="list-style-type: none">• Research existing teacher promotional campaigns and replicate best practices in CTE fields.• Research, organize, and develop opportunities to share best practices (i.e. mentoring opportunities, cross functional committees, platforms, websites, shared conferences) among secondary and postsecondary CTE teachers to align resource allocation across the grade span.• Encourage and explore innovative approaches between secondary and post-secondary districts to share qualified CTE teachers.• Encourage business and industry to provide experts in the field to serve as educational consultants in a reverse approach apprenticeship/co-op program.



**Illinois
State Board of
Education**

Teacher Pipeline and Professional Development

Goal 2: Professional Development

Objectives	Action Steps
2.1 Explore opportunities to identify and implement strategic innovative professional development activities	<ul style="list-style-type: none">• Research existing CTE Professional Development including mentoring programs and replicate or expand effective practices.• Engage secondary and postsecondary administrators and teachers to identify key educational concepts. Implement a program containing concepts for teachers who do not possess a teaching background (i.e. classroom management, pedagogy/andragogy).• Engage experienced CTE teachers to provide professional development and/or certification training, as appropriate, for teachers who have limited industry background equip them with strategies related to industry content.
2.2 Engage local industry partners with secondary and postsecondary administrators and teachers within educational institutions to develop opportunities and strategies for diverse and relevant Professional Development	<ul style="list-style-type: none">• Identify the industry professional development opportunities and provide insight and support into additional PD needs (i.e. Briggs & Stratton).• Develop a network of industry partners and educational representatives for each CTE content area.• Create opportunities within the local needs assessment for industry/business partners to articulate training needs.• Explore opportunities to remove barriers that prevent educational institutions from meeting industry expectations including but not limited to timelines, updated equipment, relevant curriculum, etc.• Encourage the integration secondary educational partners into existing postsecondary advisory committees wherever possible. Or encourage secondary CTE faculty to serve on the postsecondary CTE advisory board.



Illinois
State Board of
Education

Employer Engagement

Goal 1: Comprehensive Engagement with Employers and Communities

Objectives

Action Steps

1.1 Strengthen the recruitment pipeline.

- Identify continuum of engagement that addresses each level of student involvement that outlines models of business partnerships and includes methods for strengthening those partnerships.
- Contextualize for grades 6-12, postsecondary, workforce training
- Ensure engagement strategies with businesses address student needs at multiple points of the continuum.
- Ensure alignment with the PaCE Framework

1.2 Comprehensive engagement with employers and communities.

- *Conversation with employers needs to focus on all levels of continuum – for employer knowledge and to provide opportunities for student success*

- Develop a communication strategy to articulate benefits to employers – and develop 2-way communication that allows for continuous improvement and/or innovation.
- Identify lead individual to coordinate business engagement across education partners so they can develop expertise and simplify the communication process for business.
- Design mechanisms that can be contextualized by region to provided continuing communication with employers to build an inventory of future employment needs.
- Identify multiple engagement strategies including the use of formal meetings (Advisory boards, round table events) and other opportunities for more personal interaction and training (professional development events, cross training with LWIB partners, externships).
- Support educators through professional development and technical assistance around stakeholder engagement and contextualizing effective practices.

1.3 Establish stronger relationships between education, its partners, and business.

- Leverage joint planning efforts to create follow-through once engagement has begun.
- Fund regional engagement – example of providing additional funding opportunities for hiring an engagement coordinator at an area level.
- Inventory current work of all education and workforce agencies to avoid duplication.



Illinois
State Board of
Education

Employer Engagement

Goal 2: Partnerships

Objectives	Action Steps
2.1 Increase the sustainability of CTE programs and the consistency of their impact on the recruitment pipeline.	<ul style="list-style-type: none">• Explore mechanisms for partners to assist in problem solving. <i>Example, funding or time restrictions can prevent education from providing skills and programs when they are needed, partners may have good ideas on how to braid funding or create scheduling flexibility. The teacher pipeline is also an example of a problem that requires joint problem solving.</i>
2.2 Address inequities and provide support for underrepresented student groups.	<ul style="list-style-type: none">• Leverage education’s expertise at student support to assist special populations students as they work through career pathways to increase employer’s recruitment pipeline.
2.3 Creation mutually beneficial relationships.	<ul style="list-style-type: none">• Provide technical assistance on partnership development.• Develop knowledge of partner services to provide holistic approach to training and business service.• Create a common template for MOUs and agreements with partners that can be used by all partners and develop expectations of what MOUs contain.
2.4 Develop a regional focus that considers the larger context and goals of region partners	<ul style="list-style-type: none">• Identify lead individual to coordinate business engagement so they can develop expertise and simplify the communication process for business.• Develop a regional ecosystem that allows partners to share information and keep each other informed of employer needs.• Position education to facilitate partnerships between local workforce boards and local training providers to provide regional opportunities to link job seekers to training not offered at those institutions. Assist educational institutions in acting as a “hub” for partners to engage in conversation.• Develop a clearing-house of best practices for continuous improvement of the system. Highlight practices that can be contextualized and replicated and address the industry specific disparity that exists related to support networks.
2.5 Share ownership in creating talented job-seekers and use combined efforts that lead to high quality student outcomes.	<ul style="list-style-type: none">• Identify successful strategies that allow business/industry to have ownership in both staff and student development to strengthen relationships and connections to the system.

Employer Engagement

Goal 3: Responsiveness to Business and Industry

Objectives

Action Steps

3.1 Build CTE programs that are responsive to business/industry needs and are valued as a partner to businesses/industry.

- Use multi-pronged strategy to rapidly, identify and address business needs.
 - Effective use of data and the ability to share that data with business partners
 - Effective 2-way communication
 - Strong and active advisory committees that are valuable for business partners. Strengthen advisory committees through training and resource development
 - “Follow-through”
- Develop engagement strategies that can be used to identify and address the needs of all business partner, specifically those that are traditionally overlooked. For example, minority-owned business enterprise, women-owned enterprise, disadvantaged business enterprise.
- Leverage IDES data – communicate how to access the data and present it in an accessible manner.

3.2 Assist Employers in finding the right people, with the right skills, for the right job.

- Supply businesses through the advisory committees with data related to their recruitment pipeline “feed”. – including information about student retention in the area.
- Encourage associations to form connections with rural education institutions
 - Provide support for innovative solutions – like distance learning
- Improve information sharing and data flow between partners (state agencies and education specifically) to better predict industry need and provide opportunities for incumbent worker training that aligns with future need within an area.



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Education

Employer Engagement

Goal 4: Work-Based Learning

Objectives

4.1 Provide opportunities for students to gain essential employability and technical skills while contextualizing academic skills; provide valuable work experience that will be useful when students seek employment; and provide opportunities for college credit or earning a wage while gaining an education.

4.2 Embrace more flexible scheduling in models for Work-Based Learning. *(This action item will require educational institutions to rethink how scheduling works and engage employers on what may be possible. Circular requirements may be a real barrier, but there may be solutions that have not been tried. Communicating what is possible with business will be an essential next step.)*

Action Steps

- Change attitude among business away from summer only opportunities to something that can be supported year-round.
 - Identify effective models and successful programs and assist in scaling that work.
 - Create opportunities to replicate successful models – and address funding issues. (Expense is a problem for short-term implementation – faculty workload for coordination and oversight. Employers also incur extra expense. Requires some sort of funding or fiscal benefit. May require realignment of curriculum)
 - Include both apprenticeships and pre-apprenticeships in conversations with stakeholders and students
-
- Supply businesses through the advisory committees with data related to their recruitment pipeline “feed”. – including information about student retention in the area.
 - Encourage associations to form connections with rural education institutions
 - Provide support for innovative solutions – like distance learning
 - Improve information sharing and data flow between partners (state agencies and education specifically) to better predict industry need and provide opportunities for incumbent worker training that aligns with future need within an area.



Illinois
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Education

Equity and Access

Goal 1: Illinois CTE will provide equitable access for all students beginning at 5th grade and continuing throughout their lifetime with career exploration, career preparation, academic and social support.

Objectives

Action Steps

Objectives

1.1 Commit to reducing barrier for special populations students.

- Develop a statewide and local communication plan with a focus on equitable access.
- Encourage/require the local needs assessment to be framed in equity.
- Use disaggregated data to determine current equitable needs and outcomes.

1.2 Leverage partnerships to ensure recruitment is proactive, equitable and comprehensive

- Provide professional development options for teacher/faculty, and counselors/advisors which includes distance learning, and face to face options to reach all audiences. Professional development should include:
- Open lines of communication with secondary and postsecondary advisory committees to communicate program availability and suitability.
- Cross walking with PWR and other state legislation to ensure contextualization of content.

1.3 Provide clear, comprehensive and timely messaging for all CTE fields to provide students, families and guides the information they need to make informed decisions.

- Provide regional local professional development on creating a clear EQUITABLE messaging and marketing plan for their local partnership and services.
- Provide professional development for college and career counselors to understand and communicate program availability and suitability for proactive recruitment.
- Encourage and provide opportunity for collaboration between CTE teachers, high school, elementary, middle educators, informal/out-of-school time educators, and counselors to expose youth to career options for special populations students.



**Illinois
State Board of
Education**

Equity and Access

Goal 2: Illinois CTE will provide targeted support services for special population's students in collaboration with secondary and postsecondary districts and community-based organizations.

Objectives

2.1 Leverage partnerships to meet special populations students' needs reducing barriers to success.

Support Services include:

- Housing resources
- Child care
- Wrap around services – case management
- Mental health – providing community education and support services
- Transportation
- Food Insecurity
- Financial assistance
- Bilingual Instruction for English Learner
- Tutors
- Family Engagement
- Accommodations Assistance
- Academic Skills development

Action Steps

- Develop comprehensive individual evaluation to assess targeted needs for special populations students.
- Develop tools for communities to assist with asset mapping to better serve special populations students.
- Develop local resource guides and a framework for local partnership implementation.
- Provide clear, comprehensive and timely messaging about targeted supports to students, families and guides.
- Require that communications with students have multiple touch points.
- Provide professional development on strategies to support special populations students for teacher/faculty, counselors/advisors, EFE directors and Perkins Administrators which includes:
- Online and face to face options to reach all audiences.



**Illinois
State Board of
Education**

Equity and Access

Goal 3: Illinois CTE will provide professional development and resources to support programs in collecting and using data for program improvement and review.

Objectives

3.1 Provide professional development and develop resources to support CTE programs in collecting and using data for program improvement and review.

Action Steps

- Provide professional development to ensure educators and administrators have access to and know how to use cultural competencies and pedagogy in curriculum development and delivery.
- Develop professional development for teachers/instructors, counselors and administrators to ensure CTE programs are accessible for all students in a manner that supports and accommodates the student's needs.
- Ensure professional development encompass all levels of equity – including gender, race, sex, color, national origin socioeconomic status and disability.
- Leverage existing policy frameworks and resources such as the Essential Employability Skills Framework and PWR competencies to inform curriculum development and program delivery.



**Illinois
State Board of
Education**

Equity and Access

Goal 4: Secondary and Postsecondary CTE will work in coordination to collaborate with community-based organizations, business partners, and families to build a partnership that supports our students, create programs that are equitable, create opportunities for work-based learning, and insures access to high quality programming.

Objectives

4.1 Process clarification on secondary to postsecondary alignment and defining partnerships.

Action Steps

- Define program quality holistically to address barriers not simply subject area competencies.
- Create tool kit to support and create dialogue around the ideas, roles and value of partnership – Partnership Guide pointing local districts to national and local examples of partnership building mechanism.
- Provide education on how to effectively braid funding and leverages resources to best serve all students.
- Provide guidance on how to best serve the individual and the individual barriers that can exist.
- Support college and career pathway endorsements



**Illinois
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Education**

Other Considerations

- Fall Road Show Feedback
- P-20 Council Recommendations
- Alignment with current statewide initiatives and goals including 60X2025 Postsecondary Attainment Goal, Governor Pritzker's Executive Order #3, the Postsecondary and Workforce Readiness Act, the WIOA Unified State Plan, among others



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Next Steps

- By June 21, 2019, committee members may provide additional feedback to be considered to Perkins@isbe.net or cte@iccb.state.il.us
- Summer 2019: ISBE and ICCB will write State Plan while incorporating this work group's recommendations.
- Fall 2019: State Plan out for public comment and ISBE and ICCB will hold public hearings.



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Questions?



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Resources

- ISBE <https://www.isbe.net/Pages/Perkins.aspx>
- ICCB <https://www.iccb.org/cte/perkins-reauthorization/>
- Perkins Collaborative Resource Network <https://cte.ed.gov>
- Advance CTE <https://careertech.org/Perkins>



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Thank you!

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Perkins V Regional Road Show – Buffalo Grove High School, Buffalo Grove, IL
October 7, 2019

Vision and Goals –

- Does the federal government and all audiences know what P-20 is?
- Who is the industry and community discussed?
- Highly qualified educators – There is only one school that provides teacher preparation for CTE programs. Is money going back to the universities to do the teacher preparation programs?
- Increasing opportunities for teachers to get licensed. Why do they need to have 2,000 hours? Computer science teachers are not able to teach in the CTE courses. Some districts get paid for
- Advance knowledge that includes K-12 and Postsecondary in the vision – Laz Lopez
- Goal #4 – other community colleges in the region. How do you determine community?
- How will we be held accountable for the equity?
- Will you give us suggested targets for credential attainment? No; credential list must be driven by employers.
- How do we make it more affordable for students?

Accountability –

- Data – success in a dual credit course for the 2S1, 2S2, 2S3 or college and career readiness indicators in math and English
- Enhancing the data accountability systems – Is this for both postsecondary and secondary?
- How would EFEs apply for the Reserve funds?
- Leadership priorities should support the current bridge opportunities for adult students – complimentary or work together.

Alignment –

- How do we connect with employers, and how do we know who is out there?
- How do students access workplaces for work-based learning? Age?
- Digital Divide – Make sure we are addressing all students.
- Time? How do we know what is going on? How do we implement? Employers want kids to be well-rounded, and workforce readiness needs to allow students to explore.
- High-demand? How do we include emerging occupations?
- How do we infuse artificial intelligence and others into other courses?
- Computer science? No computer science course code. States that 50% of all careers will be based in computer science.

High-quality Programming –

- Program of study vs career pathway? Need a graphic.
- Multiple entry and exit points; need to be more explicit in what this means.
- Does LEA mean school district, or does it mean consortium of LEAs (i.e., EFE)?
- Big district – Do the students I send out to Tech Campus count for that? (Marcí's Response: I would think so.)

Needs Assessment –

- Why do districts have to do the needs assessment?
- How does this affect braiding of funding?
- Does the application tie back to work-based learning in size, scope, and quality? Be clear how the needs assessment; size, scope, and quality; and program assessment all are connected.

- What is the definition of meaningful progress? Is that defined? How do we know what we need to do?
- Will there be a program improvement plan?

Advancing Equity –

- Community colleges from the state – gather this data for the special pops

Teacher License –

- Requirements are core based and externships. Community college is going to provide stipends for teachers to go to industry.
- Flexibility in licensure – computer science. Applied tech teacher can teach it, but it is under business. Align it with the competency-based. Have a competency-based assessment to get a license to teach a class. With experience as an engineer, could go to another state and apply for a physics license and come back into Illinois to teach. Integration from other core areas to teach. Health occupations is in FACS; computer science is in industrial tech.
- Larger problem that universities are not teaching CTE teachers. There needs to be a state graduation requirement for CTE; this will drive the workforce back up and drive the need.
- District 214 is the largest CTE district. Stevenson High School required computer science teacher. District 113 does not require the endorsement for computer science. No one is looking at the requirements in the districts. We need to look at transferability across districts. There is a shortage of CTE teachers and computer science teachers.

Additional Feedback/Questions –

- Who are the 283,000 students who are represented in the presentation?
- Aligning to evidence-based funding only went through for general state funding because of the lobbying. If we do not include hold harmless, CTE programs will be cut because they will lose a lot of money. Do not take funding away from those that have money and cut their funding.
- Send the tool kits out to EFEs, so they know what it is.

Perkins V Regional Road Show – Wilco Area Career Center, Romeoville, IL
October 10, 2019

Vision and Goals –

- Want students in high school to get dual credit.
- Goal #3 – Culinary students have college credits; this is important when competition is high.
- Industry-recognized credentials are not represented in the goals; related to Goal #1.
- CTE schools – certify the students in food science
- Community College – There is impediments with the high school because there are a lot of road blocks.
- Goal #5 – What do we mean by highly-qualified teacher?

Accountability –

- Can EFEs negotiate data levels for each area?
- How will we collect articulated credit? It may not be recognized in the Program Quality Indicator.

Alignment –

- Increase student math and English language arts skills
- More interdisciplinary courses – qualified teacher such as PLTW and computer science. Teacher does not have the CTE license, and they are not able to fund the programs.
- More support working with WIBs
- Dual credit with secondary and 4-year colleges/universities
- Streamline the ability for teachers to be certified, especially for dual credit.
- Discrepancies in how ISBE and ICCB discuss disqualifications for dual credit
- Local data? How is that translating to global skills?
- Cost in purchasing community college text books for dual credit

High-quality Programming –

- OER – Issues with the standards and quality of the resources. These resources need to be certified to count.
- Expand teacher pathway
- Size, Scope, Quality Feedback:
 - How many courses at the high school level to be considered as a program of study?
 - High school class size – Can we allow policies as apposed to the mandated class size?
 - Concerns about LEA district size
 - Strategic early credit should be proficiency credit/articulated credit.
 - Do career center programs count as a program of study?
 - How do we keep career centers accountable?
 - Dual credits have to be cleared/passed on at community college level before a 4-year institution can start conversations with high school (Dual Credit Quality Act).
 - Page 27 of the State Plan
 - Scope and Quality Program of Study – Mention of K-12 and postsecondary. Postsecondary cannot go that low (K); need clarification.

Needs Assessment –

- Show the 4-year universities where they are engaged in the needs assessment.
- Need dates to when the needs assessment is due. What is the expectation for the area career center for the needs assessment data?

Advancing Equity –

Teacher License –

- Rural – trouble getting qualified teachers. How do we support teacher to get qualified?
- Teacher provisional route – Work with community college. Have an associate degree in place of the 2,000 hours; consider as an option.
- Short-term approvals – Will it be long-term?
- Teacher externships to get the experience. This will prevent them from leaving the classroom but allow them to get work hours.
- Expand ELS to multiple CIPs.
- Ways to support higher education (4-year) in developing CTE programs for teacher preparation.
- Teaching has been made unattractive by the state. How will we attract if we do not get high-quality teachers? If we do not pay them enough?
- Work with universities to create alternative option. Will higher education (4-year) partner with community college because it is not convenient for rural areas to go to higher education.
- Student debt is the big area; loan incentive to go into teaching
- CTE Mentoring – Allow virtual connection for all over the state

Additional Feedback/Questions –

- Career centers that are a direct Perkins funds recipient. Eligible to receive competitive grants?
- Post the appendices
- Teacher retention is important also
- Concerns about funding
- Concerns about the secondary and postsecondary split

Perkins V Regional Road Show – Richland Community College, Decatur, IL
October 23, 2019

Vision and Goals –

- Too education focused – not digestible by business and industry
- Like equitable access and supports for ALL students.
- Does a good job of tapping into some of the resources we have as a state.
- In Goals:
 - What does increase responsiveness to workforce needs really mean?
 - #5 – What will this goal look like in the midst of the teacher shortage? Can make more within industry.
 - What does goal #4 really mean?
 - Recruitment – very important
 - Reason for the order of goals?
- What’s missing?
 - PACE framework – It’s missing and needs to be included.

Accountability –

- How do you track postsecondary retention and placement?

Funding – Leadership Activities –

- Improving Career Guidance and Academic Counseling
- College and Career Coordinator position
- Middle school 5-8 career exploration
- Extend Career Guidance for Counselors
- Paperwork needs to be streamlined and developed, showing employability example.
- How is high-demand determined – CLNA?
- Change to “supporting career guidance” over “improving career guidance.”

Alignment –

- What structures can help secondary, postsecondary, and workforce alignment?
 - Governor’s Summit
 - EFEs have a large role in providing this partnership.
 - Age of workforce – age can be a barrier
- Qualified for teaching dual credit is different among community colleges; some are unattainable. One EFE in three different college districts; need to align systems.
- Identify how to get more dual credit teachers qualified to teach.
- We should be able to give students dual credit in the 9th grade.
- Why aren’t we giving dual credit to students like AP credits?
- Discussion of qualified instructor for dual credit – Plans for ICCB and Higher Learning Commission to determine and streamline what “qualified” means?
- Certification in dual credit – What is that?
- We need better alignment with systems!

High-quality Programming –

- Size, Scope, Quality Feedback:
 - Secondary 10 student minimum per class is causing stress.
 - Is that per section or per program or per CIP? Define the 10.
- Loves the definitions. Great job on the additions to SSQ!
- Clarity needed? No; they are good.

Needs Assessment –

- EFE's will have a significant amount of LNAs coming in from school districts and appreciate the opportunity to use a different model of collection.
- Feel like employer involvement is watered down.
- Need information on how to communicate this CLNA with the local schools.
- Need PD to assist schools in understanding their role.
- Data does not always reflect what the local employer needs/wants.
- Each district creating their CLNA – How does the Area Career Center fit in?

Advancing Equity –

- llsharedlearning.org – look it up

Teacher License –

- CTE endorsement for teachers – Need to be broadened.
- Salary – Highly-qualified cost money at secondary and postsecondary.
- Retention of teachers who join the teaching workforce – Need more supports in place.
- Share qualifications of CTE teachers with industry because they are unaware.
- Application process at ISBE takes too long; needs to be streamlined.
- Is too specific – Can ISBE provide templates to assist with licensure process?
- ROE licensure people need that template.
- Connection to Illinois Department of Public Health – for cosmetology program (ISBE note – Cosmetology regulated through the Illinois Department of Finance and Professional Regulation.
- Alternative school students need to be included in special populations.

Additional Feedback/Questions –

- Send presentation to all participants!

Perkins V Regional Road Show – Kaskaskia College, Centralia, IL
October 24, 2019

Vision and Goals –

- Concerned about the changing landscape and how tech is shaping jobs. I don't see systems that are doing something to address this; we're still looking at prior workforce needs. I'd like to see something that addresses how technology will shape. Opportunities aren't available early enough. I'm not seeing enough in here that will make superintendents and public adopt. We need to get students earlier.
- The P20 system feels wedged in and would be hard for someone to understand. Whatever we can do (funding, schools' expectation at the middle school level) to support.
- I'd like a better definition of Goal #2 "Career Pathway Opportunities;" seems too broad.
- Goal #4 – Are we educating students for a specific community's needs? Communities differ. Shouldn't it be broader?
- When I read this, it assumes students have already chosen their career. Nothing about exploring, choosing, expanding exposure, etc.
- Need to give students opportunities to explore before they select a career pathway. Looking at the Vision and Goals, need to explain what we mean by Illinois, P-20, and support. What is support? Funding? How do we share the message that this is something different? How do you see the commitment from the state to support regional district and local work that's needed to support those individuals?

Accountability –

- How does the postsecondary track retention and placement? Even if we know what the students' plans are, their decision may change. How will ICCB be accountable for that?
- Does enhancing data accountability systems include making sure the data are accurate? If we're going to be ranked based on our data, it should be accurate.

Funding Leadership Activities –

- If we are trying to fix the non-traditional number, we need to train the people already in the industry to be more welcoming of non-traditional employees. If not, they will quit, and the efforts will be wasted.
- Like expansion of integrated education and training and PD for instructors; I'd prioritize those.
- Bringing in instructors who are capable is a problem. Need some sort of recruitment programs and education to get the instructors in; no teacher, no program.
- What does a strong teacher pipeline look like? There's not a lot that feeds people into our industries. What supports can we put in to keep the people coming into the industry to stay there? Need to prioritize that.
- Cyber security – It's high-demand, but we're not offering it. It doesn't fall within a CIP; I'd like to see more flexibility across CIPs. That would be helpful.

Alignment –

- Is there a resource that we can go to find where our IWIBs are, and do they know we're supposed to be doing this?

- I think a lot comes down to relationships in the areas. What if the WIBs had a requirement for certain folks to be on Boards, so there is a forced relationship which would be better than no relationship. They are participating in our needs assessment.
- We are in many different IWIB and EFE districts; it would help if they were aligned.

High-quality Programming –

- Number 8 (facilities & equipment) – We’re fine now, but it could change based on funding. Keeping updated with equipment could be a challenge.
- CTE for secondary hasn’t had an increase in years. It will take more than three years to update facilities. Can we build some flexibility in? Not realistic for some school districts. Advisory Committees – How fluid can an advisory committee be? Digitally? It’s hard to get everyone together and getting equitable feedback for community college and high school. Class size stipulation – I question why secondary doesn’t have the same type of stipulation. Postsecondary classes can be spread out over programs and could add up to that size. Can our schools have some flexibility on that?
- Rigor is important, but don’t create it to such a level that we run it out of existence. Have ICCB and ISBE projected how this definition would impact existing programs? Aspirations are great, but would the new definition cause us to lose programs or create barriers to developing new programs?
- Advisory committees and professional development – We don’t have subs to cover. Also, when you pull one of our teachers out, the kids aren’t getting a learning opportunity, or it puts them at risk for safety. I can’t require teachers to attend evening meetings. Digital options might help – collaborate without leaving the building. It’s no guarantee, but if they had multiple opportunities at different times, we could adapt to meet those needs
- Digital meetings are low quality. I’d rather spend my time in the classroom. We have to be more creative on how to deal with this.
- I feel we should have more advisory meetings. I’m from the industry side; there is so much innovation and advancements and changes. Meeting only once a year makes it hard to tackle all those issues. It’s hard to collaborate with just one meeting.
- If the county institutes and advisory committee meetings are aligned, that might create more opportunities to collaborate.

Needs Assessment –

Advancing Equity –

Teacher License –

- Legislative change and flexibility, so we can keep the instructors we have. Higher restrictions approve in technology and engineering and fewer restrictions. Having different programs for small schools
- Teachers of color – Hosted a national fellowship. It was a productive online space they met monthly; might consider that here.
- Short-term licenses == 9 credit hours. Maybe eliminate the short-term requirement. Could get the teachers qualified, and we see the same issues.
- Love the addition of the educator pathway. Will all five content areas have it?
- All of the impacts on teacher retention and making sure CTE teachers are willing to join programs – What requirements will there be on local district’s capacity to meet all these

changes with Perkins V? What projections have your groups made reading the new requirements and their impact on the teacher pipeline and retention?

Additional Feedback/Questions –

Perkins V Regional Road Show – Malcolm X College, Chicago, IL
November 20, 2019

Vision and Goals –

- Aligns with the institution’s vision
- What does align mean?
- P-20 system?
- “Ensure equitable access” is loaded wording.
- Goals:
 - How are these smart goals?
 - Talk about the relationship to increasing educational equity.
 - Just offering a pathway does not mean equity.
 - Industry feedback into the curriculum
 - Work-based learning isn’t represented.
 - Post graduate outcomes are not visible; it is in preparation for graduation.
 - Work readiness doesn’t seem to be covered.
 - It is not looking at providing the career exploration opportunities for the lower grades.

Accountability –

- Follow up on what the 2P1 means for the participation in or within 1 year of program completion.
- What is the methodology for retention at postsecondary level?

Funding Leadership Activities –

- Expansion of IET is a good idea.
- OER
- Reserve
- City of Colleges – Where would they fall to get funding from Reserves? (They fall into C and D.)

Alignment –

- Advisory committee meetings
- Identify all of the players so no one is left out. Work with the community. Remember the target audience.
- Workforce – With grants’ turnaround time, it is hard for external to submit. Know the cycles of the grant opportunities. Bring all of the grant opportunities together to see how to collaborate and not duplicate. Let stakeholders know of future opportunities to be able to start to plan.

High-quality Programming –

- Talk about college opportunities early in middle school grades, what it means to be dual enrolled, and the financial information.
- Provide the information to parents also.

Needs Assessment –

- How do we collaborate with secondary and postsecondary?
- Program advisory committees – each program or industry sectors?

Advancing Equity –

- How do we collect this data?

Teacher License –

- Bilingual faculty opportunities

Additional Feedback/Questions –



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Illinois' Perkins V State Plan

Marci Johnson, Director of CTE and Innovation

Illinois State Board of Education

Whitney Thompson, Senior Director for CTE

Illinois Community College Board



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Agenda

- Overview of Perkins V Reauthorization
- State of CTE in Illinois
- Statewide Planning
- State Plan Draft Highlights
- Feedback Opportunities



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Overview Perkins Reauthorization



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Perkins V Reauthorization

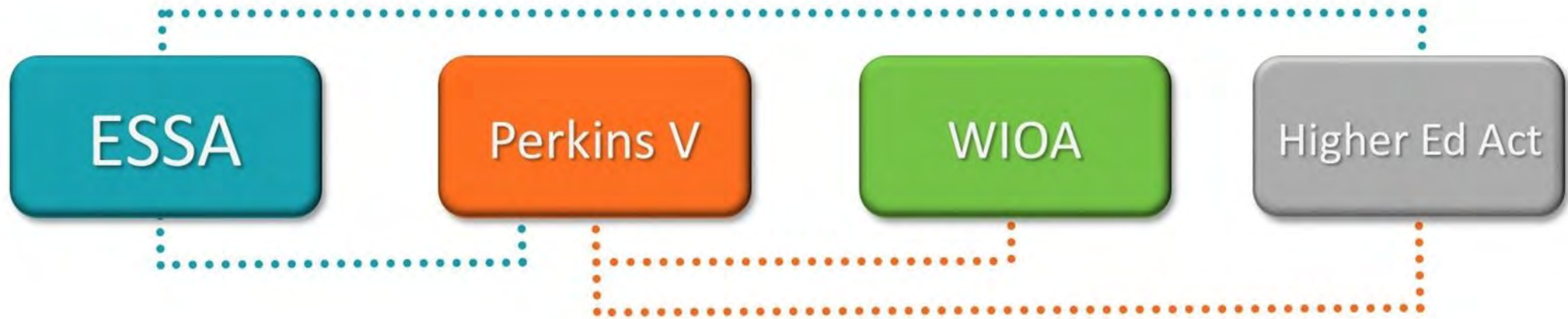
July 31, 2018 - Perkins Act was reauthorized.

- The legislation was renamed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).
- Purpose – The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTE programs and programs of study.



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Alignment with Federal Programming



Opportunities in Perkins V

1. Increased alignment within and between education and workforce systems
2. Accountability and continuous improvement
3. Increased focus on equitable outcomes
4. Enhancing and smoothing transitions within career pathways
5. Increased flexibility to scale innovation
6. Engaging communities and strengthening partnerships



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What is CTE?

Career and Technical Education

- Integrates with academics in a rigorous and relevant curriculum.
- Is offered in middle schools, high schools, career centers, community colleges, universities, and more.
- Features high school and postsecondary partnerships offering career exploration enabling clear pathways to certifications and degrees.
- Prepares students to be college and career-ready, providing core academic skills, employability skills, and technical skills.
- Educates students for a range of career options through 16 Career Clusters[®] and 79-plus pathways.
- Fulfills employer needs that are high skill, high wage, and/or in-demand.

Resource: Association for Career and Technical Education



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Secondary CTE

Secondary CTE programs in Illinois serve more than 283,000 students.



97%

of students who completed CTE programs in Illinois graduated from high school - compared to the 88 percent statewide average in 2018



63%

of Illinois students taking CTE courses in 2017 enrolled in postsecondary education after graduating high school



86%

of parents and students nationally in 2017 said they wish students could get more real world knowledge and skills during high school

Postsecondary CTE

Illinois' community college CTE programs serve more than 131,000 students (FY2018).



63%

or roughly two-thirds of all Illinois community college graduates earned a CTE degree or certificate in 2018



30,000+

students successfully completed dual credit CTE courses in 2018 that earned them college credit, saving time and money toward their degrees



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Agenda

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Statewide Planning



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Statewide Planning

What is required of the state?

Create the state's strategic vision and goals for preparing an educated and skilled workforce:

- ✓ Submit a Transition Plan (May 2019)
- Comprehensive stakeholder engagement – **in progress**
- Set performance targets Public hearings and comment periods – **in progress**
- Full State Plan is submitted (April 2020)



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State Planning Timeline To Date

Fall 2018

Information-sharing
road shows

Spring 2019

State Plan Work
Group convenes and
provides
recommendations to
inform plan

May 2019

Submit Transition
Plan (FY 2020)

Summer 2019

First draft of Plan



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Statewide Stakeholder Engagement

- ✓ December 2018 Regional Road Shows (6 meetings, more than 200 participants)
 - Information sharing and outreach
 - Collecting feedback from local stakeholders
- ✓ State Plan Work Group (over 100 participants)
 - Engaging statewide external stakeholders to inform State Plan
- ❑ Fall 2019 Regional Road Show – **in progress**
 - Local feedback on performance targets and State Plan Draft
- ❑ Student and employer focus groups facilitated by the Joyce Foundation – **in progress**
- ❑ P-20 Council Subcommittee on Perkins V – **in progress**
- ✓ Continuous virtual communication and feedback loops



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State Planning Timeline

September 2019

Release
Performance Targets
and First Plan Draft
Student/Employer
Focus Groups

Fall 2019

Regional road shows
P-20 Subcommittee
National Convening
Revise draft

December 2019

Submit HR 371
report to General
Assembly and P-20
Council
Present Plan to
boards for approval

January 2020

Release Plan for 30-
day public comment
Submit to Governor

Spring 2020

Final revisions
Submit to USDOE



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Agenda

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State Plan Draft Highlights



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State Plan Requirements

- 1 • Vision and Goals
- 2 • Accountability and Funding
- 3 • Alignment with Education and Workforce Programs
- 4 • CTE Implementation: Supporting High-Quality Programming
- 5 • Advancing Equity
- 6 • Preparing Teachers and Faculty

Vision and Goals

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



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Vision

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



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Goals

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

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

**Increase
Educational
Equity**



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Feedback on Vision and Goals

- What do you like about the CTE vision? Does the vision tell you where Illinois is taking CTE?
- Which of the goals is most impactful to you?
- Will these goals adequately support the vision Illinois has laid out?
- What other goals should be included as a part of this plan?



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Accountability



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Accountability

Secondary Performance

Indicators

Baseline
Levels
(FY16-FY18)

1S1: Four-Year Graduation Rate

95.7%

1S2: Six-Year Graduation Rate

97.1%

2S1: Academic Proficiency in Reading/Language Arts

36.3%

2S2: Academic Proficiency in Mathematics

27.3%

2S3: Academic Proficiency in Science

34.2%

3S1: Postsecondary Placement

44.4%

4S1: Non-traditional Program Enrollment

40.7%

5S2: Program Quality – Attained Postsecondary Credits

45.2%

- FY19 data finalizes end of October 2019
- October 2019 – Feedback on 4-year Performance Targets
- 2nd Public Comment Period (mid-Dec 2019 thru mid-Feb 2020) – Proposed Secondary Performance Targets
- WBL & Industry Credentials – collected but not reported to USDOE



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Accountability

Postsecondary Performance Targets

Indicators	Baseline Level	Performance Level			
		FY2021	FY 2022	FY 2023	FY 2024
1P1: Postsecondary Retention and Placement The percentage of CTE concentrators who, 6 months after program completion, remain enrolled in postsecondary education, are in advanced training, military service, volunteer service, or are placed or retained in employment.	68.8%	69%	69.4%	69.8%	70.4%
2P1: Earned Recognized Postsecondary Credential The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	69.5%	70.1%	70.5%	70.9%	71.3%
3P1: Nontraditional Program Enrollment The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	9.5%	9.6%	9.8%	9.9%	10.1%

Improving Outcomes and Reducing Performance Gaps

Perkins V requires local recipients to:

- Utilize disaggregated data to identify disparities
- Enact evidence-based strategies or activities to address the identified disparities.
- Be transparent by sharing data and performance in a public-facing manner.
- Provide more support to students to help them overcome barriers to success.



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Funding

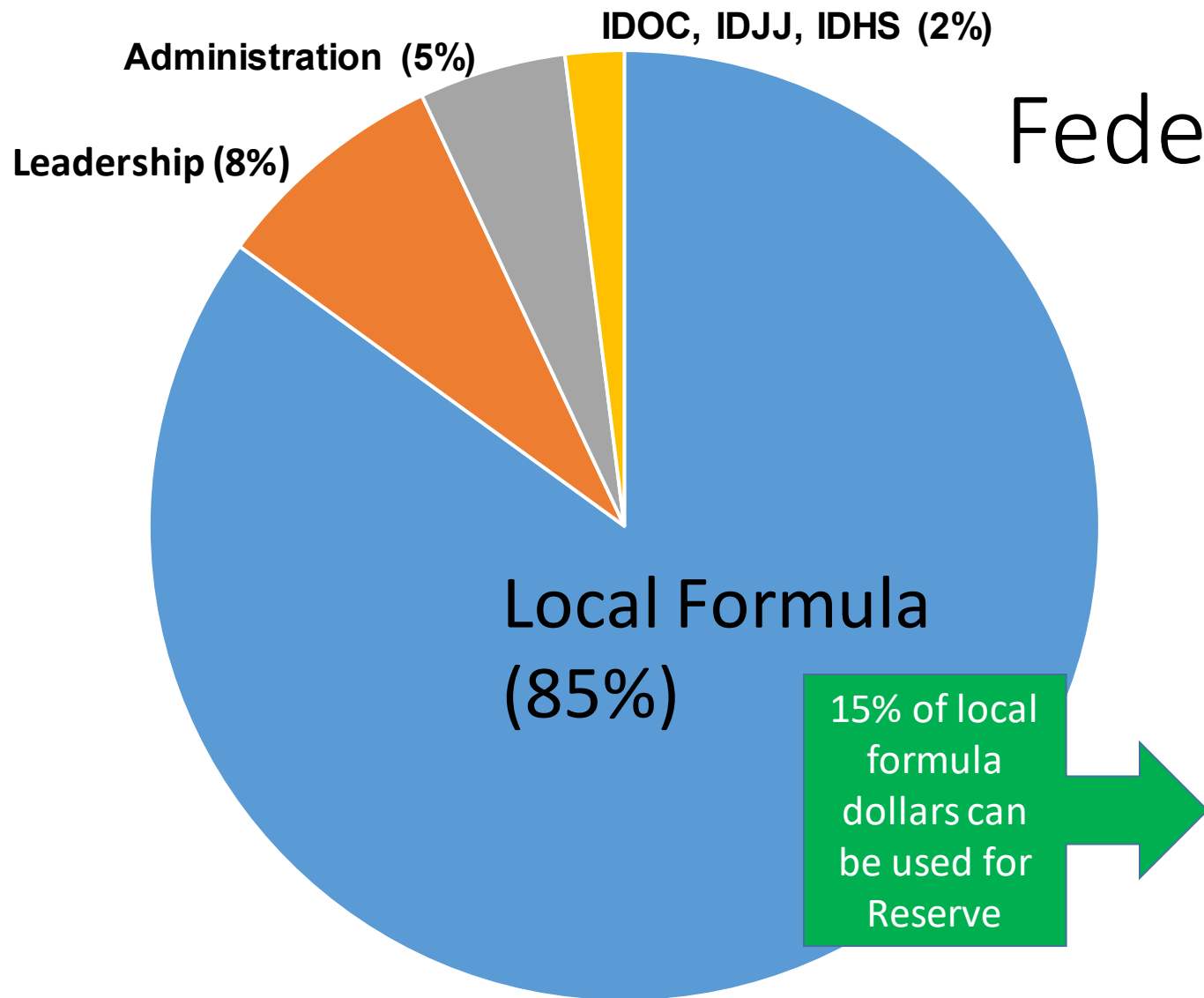
Describe how the eligible agency will prioritize funding to support CTE programs.

Describe how the eligible agency will use State leadership funds.



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Federal Perkins Funding



- USDOE distributes funding to states.
- Illinois splits funding between ISBE and ICCB.
- State funding is required to uphold a maintenance of effort.

State Leadership Activities – Required

1. Support for preparation for nontraditional fields in current and emerging professions and programs for special populations
 - Promoting Gender Equity
2. 2% will support CTE programming for individuals in state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.
3. Developing a Strong CTE Teacher Pipeline
4. Providing Targeted Technical Assistance
5. Conducting Continuous Quality Improvement Activities



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Career Connected Learning
for All Students

Other State Leadership Priorities

- Program of Study Development
- Dual Credit Enhancement
- Comprehensive Professional Development
- Expansion of Integrated Education and Training
- Expanding Innovative Delivery Models

- Improving Career Guidance and Academic Counseling
- Open Educational Resources
- Enhancing Data Accountability Systems



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Reserve Funding

Distributed to eligible recipients in:

- (A) rural areas;
- (B) areas with high percentages of CTE concentrators or CTE participants;
- (C) areas with high numbers of CTE concentrators or CTE participants; and
- (D) areas with disparities or gaps in performance

in order to—

- (A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
- (B) (B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.



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Leadership Feedback

- With the leadership activities listed, what should Illinois prioritize?
- Are there other ways in which you would prefer the state to prioritize state leadership funds?



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Alignment

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 of Perkins V, including the Workforce Innovation and Opportunity Act and other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965.



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Alignment with Statewide Initiatives

- *Illinois' 60 X 2025 Goal*: 60% of Illinois residents will have a postsecondary degree or credential by 2025.
- *Postsecondary and Workforce Readiness Act*
 - Postsecondary and Career Expectations
 - College and Career Pathway Endorsements
 - Transitional Math
 - K-12 Competency-Based Learning
- *Dual Credit Quality Act*: Aims to reduce college costs, speed time to degree completion, facilitate the student transition to college, and enhance secondary and postsecondary relationships.



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Alignment with Statewide Initiatives

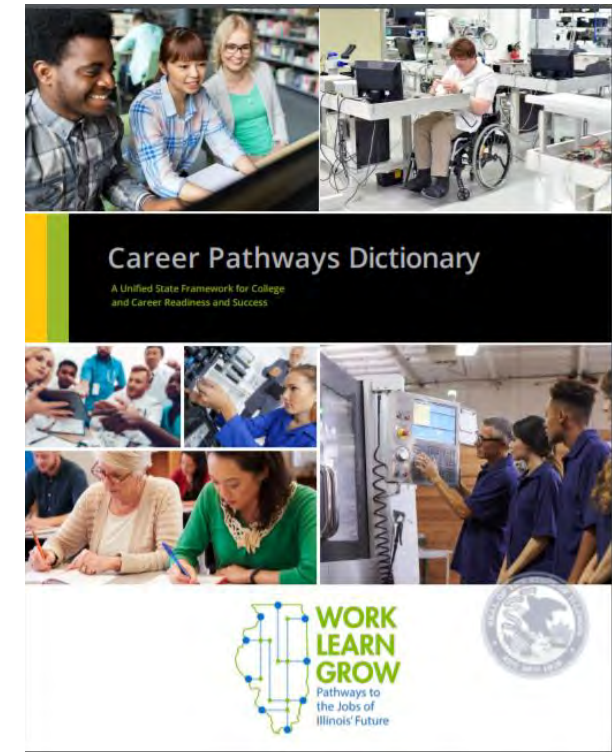
- *Governor Pritzker's Executive Order 3*: Strengthening the state's commitment to workforce development and job creation.
- *Adult Education and Literacy Strategic Plan*: Ensure all adult learners have access to and success across services that are cohesive, coordinated, and innovative to promote better economic opportunities, greater equity, and sustainable career pathways.
- *WIOA Unified Plan*: The WIOA Unified State Plan is designed to provide a vision of the Governor's integration of workforce, education, and economic development policy while also serving as a federal compliance document for the U.S. Departments of Labor and Education under WIOA.
- *Workforce Education Strategic Plan*: The WESP is designed to achieve alignment of the community college system and the state's workforce development system with economic development directions and workforce needs, thereby creating a talent pipeline that fuels economic growth and creates career pathways for all citizens of Illinois.



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Key Strategies to Support Education and Workforce Alignment

- Adopting Common Definitions and Frameworks
 - Career Pathways Dictionary
- Accelerating and Expanding Career Pathways
- Addressing Inequities
- Coordinated Professional Learning
- Incentivizing Local Alignment



Coordination with WIOA and LWIBs

Coordination will continue to occur in the following ways:

- Align goals and strategies to the state's higher education equity targets.
- Collaborate with the IWIB on establishing any joint competitive grant opportunities for local recipients to achieve our common goals or priorities (e.g. work-based learning, dual credit, etc.)
- Recipients will implement a 4-Year CTE Plan, collaborating to align with local WIOA planning and implementation.
- Stronger alignment with education and labor market needs of communities
 - IWIB may identify priority (leading or emerging) sectors or other unmet occupational needs.



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Feedback on Statewide Initiatives

- What structures can help secondary, postsecondary and the workforce be more collaborative?



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CTE Implementation: Supporting High-Quality Programming

- Describe the career and technical education programs that will be supported, developed, or improved at the State level.
- Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients.
- Describe how the agencies will facilitate local collaboration including through the Comprehensive Local Needs Assessment.
- Local Application Requirements including how local applications 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.
- Describe how the eligible agency will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.



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Programs of Study

Perkins V requires curricular alignment between secondary and postsecondary institutions through the implementation of programs of study.

Program of study: a coordinated, nonduplicative 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, 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.

- calls for programs to be aligned to the state, regional, and/or local labor markets



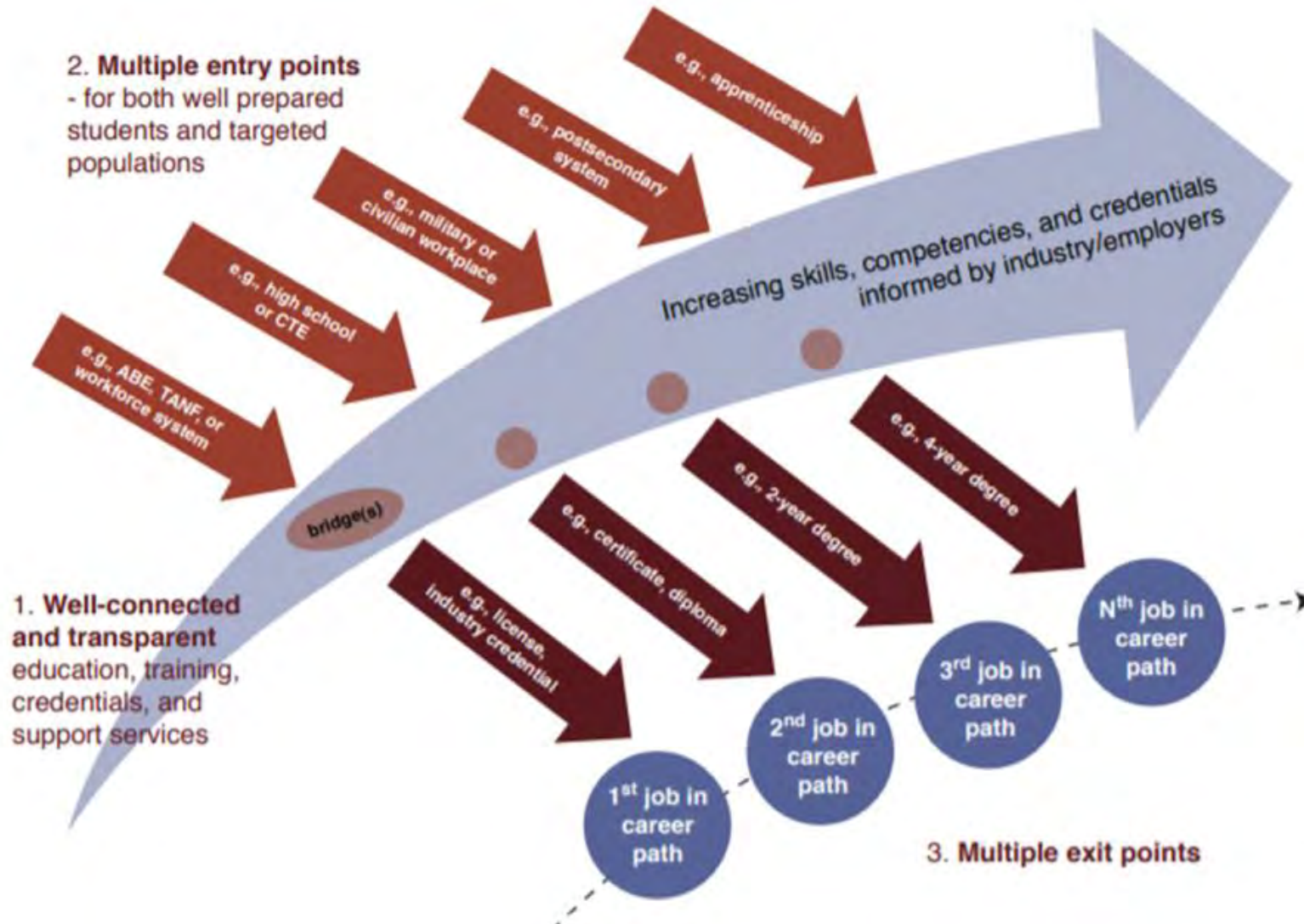
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Career Pathways

- A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.



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Expanding Dual Credit Opportunities

1. Enhance high-quality credentialing opportunities
 - Expansion of stackable credentials
 - Tying relevant dual credit opportunities directly to those high-impact regional clusters and associated in-demand occupations
2. Advance Higher Education Equity through Dual Credit
 - Identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts.
3. Expand employer engagement and the use of labor market information to prioritize dual credit offerings
4. Examine and Scale the Impact of Dual Credit on Student Success
 - By focusing on student success in dual credit, both through a disaggregated lens and in-demand career fields, curricular adjustments, student supports, and overall programmatic enhancements can be implemented.



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Expanding Integrated Education and Training

Students are concurrently enrolled in adult education and CTE

- Blends basic and technical skills
 - Intensive transition services
 - Credit-bearing
 - Team teaching approach
 - Stackable and Industry Recognized Credentials
- strong local demand for the selected pathway(s)
 - acceleration strategies, including contextualized learning and the use of hybrid (online and classroom-based) course designs



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Size Scope and Quality

- ISBE and ICCB needs to define Size Scope and Quality and its elements in order to CTE programs to meet the needs of all students served.
- Grantees will need to ensure they are meeting the definition of Size Scope and Quality to receive continued funding.

Refer to hand out.



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Size, Scope and Quality

- Development and Engagement
- Employer-Informed Competencies and Skills
- Academic Instruction and Support
- Recruitment and Access
- Instructional Sequence
- Work-Based Learning
- Instructors
- Facilities and Equipment
- Continuous Improvement



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Size, Scope, and Quality Feedback

- Is the process clear by which to develop local programs versus what are being developed at the state level?
- Where is clarity needed into the process of program approval?
- Does "quality" cover all aspects of a program of study to determine quality?
- Is the size definition reasonable?
- With this specific definition, what barriers do you anticipate?



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CTE Program Development

- Development of POS models for all 17 career clusters available for adoption by school districts and community colleges. Stakeholders will be involved in the creation of these models.
 - Programs of Study Expectations Tool
 - Program Quality Rubric
- Support local recipients in building and facilitating CTE advisory committees, including engagement with students, parents, and community members
- Support high schools in offering College and Career Pathway Endorsements
- Secondary CTE Standards to be adopted



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CTE Program Implementation

- Provide technical assistance and develop resources to encourage and foster local engagement. Examples include:
 - Advisory Committee Guidebook
 - Career Development Experience Toolkit
- Provide flexibility in how funding can be spent to best address local needs.



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CTE Program Evaluation

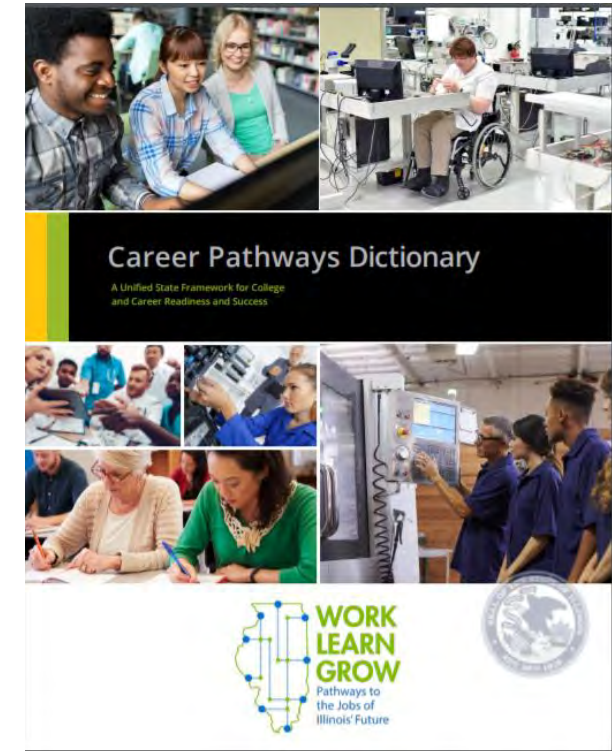
- ICCB Program Review/ Advisory Committee
 - Improving the efficiency and effectiveness of the program review process; identifying, developing, and/or refining professional development, technical support processes, and supplemental materials; creating opportunities for cross-institutional collaboration
- CTE Networking Directory
 - This online directory will allow for the connection of various stakeholders to foster collaboration on CTE program development, implementation, and evaluation.
- Pathways to Results
- Advance CTE Stakeholder Engagement tool
- 5Essentials Survey
 - Allow for improved data collection and provide a more comprehensive picture of the school-based environment, producing an individualized report for each school



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Facilitating Local Collaboration

- Comprehensive Local Needs Assessment
- Developing Professional Resources and Adopting Common Definitions and Frameworks
 - Career Pathways Dictionary
 - Essential Employability Skills Framework
 - Career Development Experience Toolkit
- Coordinated Professional Learning
 - Connections Conference, Forum for Excellence, IL Transitions Academy, IACTE
- Incentivizing Local Alignment
 - Adult Education and Family Literacy funding (WIOA Title II)
- Braiding of Funding



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Facilitating Local Collaboration- Comprehensive Local Needs Assessment

Assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs in six key areas:

- 1) student performance data;
- 2) size, scope, and quality as defined by the state plan;
- 3) labor market alignment;
- 4) progress towards implementing CTE programs of study;
- 5) recruitment, retention, and training of faculty and staff; and
- 6) progress toward improving access and equity.

Comprehensive Local Needs Assessment (CLNA)

Required Stakeholders

- (1) Secondary and postsecondary representatives of CTE programs (instructors, career guidance and academic counselors, administrators);
- (2) representatives of the local workforce development boards and a range of local or regional businesses or industries;
- (3) parents and students;
- (4) representatives of special populations;
- (5) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth; and
- (6) Adult Education

In order to receive funding, recipients must conduct a comprehensive local needs assessment related to CTE and include the results of the needs assessment in the local application.

- Must be completed not less than once every 2 years.
- Continued Consultation with required stakeholders

Comprehensive Local Needs Assessment

Local recipients are required to engage and consult external stakeholders in the process of local planning, including for the completion of both the comprehensive needs assessment and application.

External partners will:

- coordinate planning and identify common goals
- offer consultation, not approval

Partnerships are expected to be on-going.



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Comprehensive Local Needs Assessment

ALL Required Partners will be engaged in all aspects of the CLNA to collaborate and inform the local application.

Who leads? Community colleges and EFEs

Who should be engaged? Local workforce board representatives, other employers, community-based organizations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth

Education for Employment Administrators will collate all local high school/district needs assessment information.

Local High Schools and School Districts will complete a needs assessment reviewing student and program-level data as well as identifying needs.

Who should be engaged? Parents, students, teachers, career and academic guidance, school leaders

Community Colleges will inform internal working groups to complete the CLNA.

Who should be engaged? CTE and academic faculty, advisors, adult education providers, Disability Access Coordinators, student groups, Career Services, Institutional Research, Program Coordinators, Program Advisory Committees



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Facilitating Local Collaboration- Local Application

Following the completion of the CLNA, eligible local recipients, alongside other stakeholders and partners, will complete a 4-Year CTE Application. While secondary and postsecondary recipients will complete and submit separate grant applications, they will be required to complement one another, reducing duplication and addressing the needs identified by the CLNA.



Local Application

- (1) a description of the results of the comprehensive needs assessment;
- (2) information on the CTE course offerings and activities that will be provided, including not less than 1 program of study;
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards, one-stop delivery systems, and other partners, will provide—
 - (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program;



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Local Application

- (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs to ensure learning in the subjects that constitute a well-rounded education;
- (5) a description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for non-traditional fields;
 - (C) provide equal access for special populations to CTE courses, programs, and programs of study; and
 - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities;
- (7) a description of how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school (dual credit);



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Local Application

- (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession; and
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described 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 such recipient will take to eliminate those disparities or gaps.



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Example Local Planning Timeline

Fall 2019:

Reach out to Stakeholders;
begin preparation for CLNA.
Provide feedback on State
Plan and performance levels.

Winter 2019/2020:
With stakeholders,
complete CLNA.

Spring 2020:

Submit Local Application
informed by CLNA.



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Feedback on Quality Programming

- Are these activities adequate for increasing student participation in dual credit or dual enrollment opportunities? Please elaborate.
- What structures can help secondary, post-secondary and the workforce work more collaboratively together?



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Advancing Educational Equity

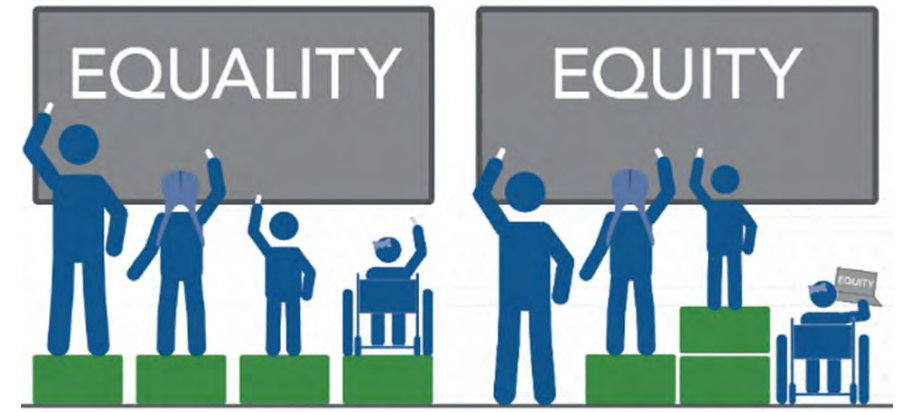
Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations— i. will be provided with equal access to activities assisted under this Act; ii. will not be discriminated against on the basis of status as a member of a special population; iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance, 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; and v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.



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Key Strategies to Advance Educational Equity

- Local recipients will be required to complete a comprehensive local needs assessment every 2 years.
- Professional development and technical assistance to expand access, persistence, and completion.
- Reserve funding to target districts with equity gaps (i.e. dual credit, completion).



Advancing Equity Among Special Populations

1. Individuals with disabilities
2. Individuals from economically disadvantaged families, including low-income youth and adults
3. Individuals preparing for nontraditional fields
4. Single parents, including single pregnant women
5. Out-of-workforce individuals*
6. English Learners
7. Youth who are in, or have aged out of, the foster care system*
8. Individuals experiencing homelessness*
9. Youth whose parents are members of the armed forces or on active duty*

**Indicates new population identified in Perkins V*

States must continually make progress toward improving the performance of all CTE students, including subpopulations.

Recipients will be required to disaggregate data by CTE programs and subpopulations (including special populations) to identify and quantify gaps in performance.



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Advancing Equity

- Supporting Universal Design for Learning
- Evidence-based Funding, Needs-based Funding
- Professional Learning and Resource Development
- Other specific examples:
 - *Facilitating Transitions to and through Postsecondary Education and Employment for students with disabilities*
 - *Expansion of Paid Work-based Learning Opportunities*
 - *Access to Affordable and Flexible Supports, including childcare*
 - *Addressing Food and Home Insecurity*
 - *Innovative Program Models that Accelerate Learning for English Learners*



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Key Strategies to Support Students

- Expansion of dual credit opportunities
- Expansion of quality work-based learning opportunities and engagement with business and industry
- Expanding Integrated Education and Training Opportunities (adult education students)
- Funding may support transportation, child care, tutoring, textbooks, supplies, etc.
- Supporting Career and Technical Student Organizations



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Key Strategies for Advising and Guidance

Professional Learning for School Counselors and Advisors

- Understanding Career and Technical Education
 - Recruitment and retention of students
 - Nontraditional occupations
 - Supporting special populations
-
- Tools and resources to recruit students into CTE



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Preparing Teachers and Faculty

Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.



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Preparing Teachers and Faculty

- Comprehensive Professional Development
- Focusing leadership funding to recruit and retain CTE instructors
 - Revising licensing provisions for CTE instructors (ISBE)
- Pedagogical training and support for those transitioning from business and industry into teaching
- Expanding Open Educational Resources



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Strategies Teacher Recruitment and Preparation

- Teach Illinois Recommendations:
 - Develop strategies for recruiting prospective teachers
 - Promote teaching as a career
 - Implement an educator pathway as a recruitment tool
 - Explore avenues for emergency approvals in career and technical education
- Induction and Mentoring of new CTE teachers
- Increase efforts of recruitment and retention of teachers of color
- Recruitment and retention plans for teacher candidates
- Increase efforts that focuses on preparing educators on working with learners from special populations



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Teacher/Faculty Pipeline Feedback

- What other strategies should Illinois consider for recruiting and retaining highly-qualified CTE teachers?
- What barriers to recruiting and preparing teachers should be addressed in this plan?



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Agenda

- Overview of Perkins V Reauthorization
- State of CTE in Illinois
- Statewide Planning
- State Plan Draft Highlights
- Feedback Opportunities



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Feedback



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Collecting Feedback

- Comments or feedback on the State Plan draft can be emailed to perkins@isbe.net or cte@iccb.state.il.us.
- There will be a form to elicit specific feedback on the draft State Plan.



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Next Steps

- State Plan is posted on ISBE and ICCB's website
- A feedback form will be available for you to submit your comments or submit comments to our email addresses by November 7, 2019.
 - Perkins@isbe.net
 - cte@iccb.state.il.us



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Thank you!
Questions?



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Resources

- ISBE <https://www.isbe.net/Pages/Perkins.aspx>
- ICCB <https://www.iccb.org/cte/perkins-reauthorization/>
- Perkins Collaborative Resource Network <https://cte.ed.gov>
- Advance CTE <https://careertech.org/Perkins>



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Thank you!

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Any comments or feedback can be emailed to

Perkins@isbe.net or cte@iccb.state.il.us



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Informing Perkins V: Student Input on Career and Technical Education in Illinois

Commissioned by the
Illinois State Board of Education
and the
Illinois Community College Board

December 2019

Background + Acknowledgments

With the generous support of the Joyce Foundation, this report was commissioned by the Illinois State Board of Education and the Illinois Community College Board to ensure that student voice informs the Illinois Perkins V plan. Independent consultants Simon Moore and Laurel Foglia were contracted to facilitate student input sessions and synthesize input in this report.

Many thanks are due, first and foremost, to the 57 high school and community college students who volunteered their time and insight and openly shared their experiences – victories and appreciation, challenges and frustrations – in the interest of creating the best possible career and technical education experience for those following in their footsteps. Gratitude is also due to the sites across that state that hosted community input sessions and to the educators at these sites who recruited student participants. This report is only possible through their generosity. Thank you to:

Buffalo Grove High School

Saint Clair County Regional Office of Education

Carl Sandburg College

Woodruff Career & Technical Center

Rock Valley College

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I. Executive Summary

Purpose + Process

Key Themes

Leading Recommendations

Executive Summary: Purpose + Process

Illinois is currently developing its proposal for Perkins V Career and Technical Education (CTE) funding from the U.S. Department of Education. This report is a component of engagement efforts coordinated by the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) to ensure the state's Perkins V proposal is informed by community stakeholders.

Specifically, **this project was commissioned by ISBE and ICCB to gather input from students**, who are the primary stakeholders of our CTE systems. Students are the population most impacted by education funding and policy decisions. They care deeply about the effectiveness of CTE initiatives. **They also have invaluable lived experience and insight into what works** for learners and how to create the best possible CTE system for Illinois.

With the support of the Joyce Foundation, consultants Simon Moore and Laurel Foglia facilitated **student input sessions at five geographically diverse locations across Illinois**. A total of 57 students participated. There were roughly even numbers of high school and community college students, and the vast majority were enrolled in CTE programs.

Students were enthusiastic to participate in the project. During input sessions, they collectively shared **a powerful mix of keen observation, gratitude, and critical candor** when reflecting on their CTE experiences. They also articulated **an inspiring vision for the the future of CTE in Illinois** that includes autonomy for learners to map their own educational paths, expansive and equitable access to career exploration and preparation, and strong instruction and advising – all of which ultimately open doors to fulfilling, family-sustaining careers. This report aims to convey this student input in all its energy and insight.

Executive Summary: Key Themes

This report is a synthesis of student input and identifies points of commonality. Dialogue during the input session converged around five key themes:

1. **CTE's Powerful Impact** – CTE often benefits students' engagement, depth of learning, sense of purpose, and access to family-sustaining careers.
2. **Factors Affecting Entry to CTE** – Many students feel that career-focused education is stigmatized, and there is major variation in how and why students enter CTE.
3. **Exploration of Career Pathways** – A vast majority of students strongly value access to information, personalized advising, and having flexibility and agency in choosing a career pathway.
4. **Emphasis on Work-Based Learning** – Nearly universally, students expressed that work-based learning is hugely valuable and should be integrated into every phase of CTE programs.
5. **Relevant + Contextualized Learning** – Many students want their coursework, both CTE and general education, to have clear connection to their lives and their careers.

Executive Summary: Leading Recommendations

Leading recommendations are the project's primary findings. These are the ideas for strengthening CTE that students most frequently and enthusiastically raised during input sessions. In accordance with student input, leading recommendations are listed in priority order:

- **Reimagine the CTE course structure** to maximize student **exposure to a breadth of career pathways** and provide students **more ability to change directions** in order to facilitate better-informed and more confident career choices.
- Integrate **progressively deepening work-based learning opportunities** into students' CTE trajectories. Ranging from career exploration to job-specific skill building, **work-based learning is critical at every step**.
- **Expand the commitment and capacity of employers to offer internships**. There is widespread and firmly held student demand for work-based learning, yet **the supply of opportunities is limited** and only marginally accessible for many.
- Provide students with **advisors who build strong relationships with students and help them navigate decisions** about whether to participate in CTE programs and which career pathways to pursue.
- **Reduce CTE stigma among students, families, and educators** by (1) increasing visibility of **student success stories**, (2) raising awareness that many technical careers and skilled trades provide **family-sustaining wages**, and (3) reinforcing the message that **many CTE credentials are stackable and can lead to a bachelor's degree** and beyond.
- **Ensure that student entry into CTE is intentional**, either because it is a universal school experience or because they are empowered to opt in based on their talents, interests, and aspirations.

II. Methodology

Sites + Schedule

Participant Characteristics

Role of Consultants

We solicited student input through five facilitated discussions at sites across Illinois.

ISBE and ICCB created the overall project structure, which was a series of group input session with students at sites representing a variety of geographies in Illinois. Additionally, ISBE and ICCB identified host sites and timeline for the input sessions. The following details the sites and schedule:

Host Institution	Location	Date	Time
Saint Clair County Regional Office of Education	Belleville, IL	09.19.19	430-600pm
Woodruff Career & Technical Center	Peoria, IL	09.27.19	400-530pm
Rock Valley College	Rockford, IL	10.01.19	400-530pm
Buffalo Grove High School	Buffalo Grove, IL	10.07.19	130-300pm
Carl Sandburg College	Galesburg, IL	10.08.19	400-530pm

A mix of high school and community college students, the vast majority of participants were involved in CTE programs.

Each host site was responsible for recruiting students to participate in the input sessions. They were directed to invite primarily, though not exclusively, students involved in CTE programs representing a variety of career pathways. The following provides insight on participant characteristics:

Total participants	57	
Participants by site	Belleville – 13 Buffalo Grove – 18 Galesburg – 10	Peoria – 4 Rockford – 12
School level	High School – 31 (54%) Community College – 26 (46%)	
Enrolled in CTE program	Yes – 47 (82%) No – 10 (18%)	
Gender	Male – 33 (58%) Female – 24 (42%)	
Most common sectors for CTE participants	Information Technology – 12 (26%) Business – 10 (21%)	Art + Design – 6 (13%)

Additional Note: Participants were not asked to self-identify regarding race and age. Facilitators made an anecdotal assessment, based on observation, that the large majority of all participants were White and the preponderance of community college participants were of traditional age (18-24).

Facilitation was designed to elicit candid input from participants; this report highlights the most prevalent ideas conveyed during input sessions.

ISBE and ICCB generated a preliminary set of questions about student engagement in CTE. We shaped those questions into a facilitation plan, which was reviewed by ISBE and ICCB before implementation. The plan was designed to build students' readiness to share their experiences with and hopes for CTE in Illinois. We communicated to students that we would be neutral facilitators and made clear that their input would be anonymized in both session notes and this report.

Input Session Agenda:

- Background on project, CTE, and Perkins V
- Group introductions
- Icebreaker activity
- Discussion on prior CTE experience
- Discussion envisioning ideal future of CTE

Selected Discussion Questions:

- What's one experience, person, or resource that has helped you think about your career options?
- If you're participating in a CTE program, what have you gained so far in that program?
- Ideally, what would you like to gain from participating in CTE programs?
- Describe the ideal system for helping students choose and prepare for careers.

This report synthesizes student input and focuses on the themes students most frequently communicated during input sessions. The aim is to bring attention to those points of convergence rather than reporting every idea we heard. Quotes are provided to enable the reader to hear from students in their own words. Some quotes have been edited for the purposes of readability and anonymity.

III. Findings

Overview

CTE's Powerful Impact

Factors Affecting Entry to CTE

Exploration of Career Pathways

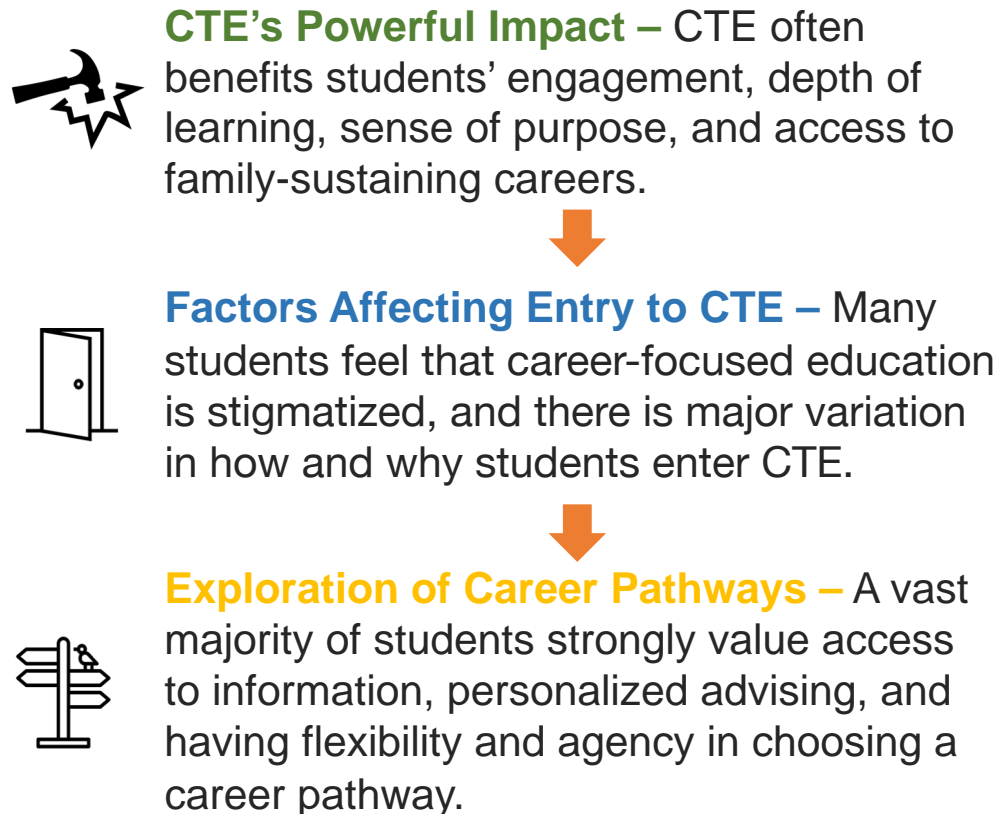
Emphasis on Work-Based Learning

Relevant + Contextualized Learning

Additional Findings

Student input centered around five key themes that were prevalent across sites and participant backgrounds.

Findings are organized by these common themes.



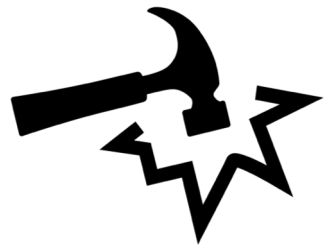
Emphasis on Work-Based Learning –

Nearly universally, students expressed that work-based learning is hugely valuable and should be integrated into every phase of CTE programs.



Relevant + Contextualized Learning –

Many students want their coursework, both CTE and general education, to have clear connection to their lives and their careers.



CTE's Powerful Impact

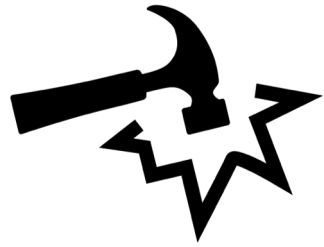
CTE often benefits students' **engagement, depth of learning, sense of purpose, and access to family-sustaining careers.**

What we heard: Student responses focused on three common areas:

Discovering Direction –
Identification of passion for learning and pathways to a career

Inspirational Instructors –
Teacher influence on students' familiarity with career options and confidence in pursuing them

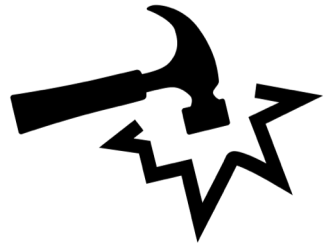
Pathways to Prosperity –
Entry into family sustaining career pathways as a result of CTE participation



CTE's Powerful Impact: Emerging Recommendations

Student input informs the following recommendations drawing on the powerful impact of CTE:

- Continue to solicit community input to guide state policy. **Students compellingly articulate the positive impact of CTE initiatives** and clearly identify the program elements that are most valuable to them.
- Emphasize building a pipeline and hiring high-quality CTE instructors. **Students often name a relationship with a particular teacher as a uniquely powerful element of their experience.**
- **Amplify student voice in articulating the impact of CTE in Illinois.** Successful graduates are among the most convincing champions of CTE efforts, and they are often enthusiastic to share their CTE stories. Many graduates of CTE programs have good jobs that they believe would not have been possible without their CTE experience.



Students shared various ways CTE has positively impacted their learning and career trajectories.

Findings below capture student input:

Discovering Direction	Inspirational Instructors	Pathways to Prosperity
<ul style="list-style-type: none"> • Alternative Means of Engagement – For some students who have struggled in school, CTE’s emphasis on experiential, applied learning provided an alternate path that sparked their passion and created a newfound sense of purpose. • Opening Eyes, Opening Doors – CTE often exposed students to career options they were previously unfamiliar with. As a result, some students found career pathways aligned with their skills and interests and offering new possibilities for success. 	<ul style="list-style-type: none"> • Guided Exploration – Classroom teachers often played a key role in helping students identify career paths by providing exposure to a variety of options and/or inspiring deeper student engagement in their subject. • Building Assets for Success – Students often credited instructors with building job skills and developing the professional connections that provide an entryway into a job. This combination of skills and social capital is a foundation for success. 	<ul style="list-style-type: none"> • Experiential Learning, Tangible Outcomes – Graduates of CTE programs frequently expressed that their participation was integral to their success. CTE’s emphasis on applied learning and career development inspired deeper engagement, and focus on particular content built their readiness to enter a professional environment upon graduation, which many did.



CTE's Powerful Impact: In Their Own Words

The following illustrative quotes highlight the areas of focus relating to the powerful impact of CTE:

"I wanted to find something I love to do. I didn't like my classes in business when I started college. It was like torture. CTE changed all that. I **switched to trades and I've been so happy ever since I did.**" – *Community College Student*

"My professor got me a job as a student worker. When I was getting ready to graduate, he **helped me get a job at my college working in the print shop. And I just bought a house** and I'm doing renovations." – *Community College Graduate*

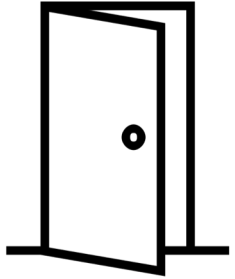
"One woman in the adult education department is helping me think about switching careers. **She asks me questions that lead me in the right direction.** She meets with me to talk about what I like and my experiences, and based on that she makes suggestions. So far she has been right on." – *Community College Student*

"Being the first to go to college, I was able to say I did it. Now I want to do a bachelor's. **With my associate's degree, I got the flex. Now I want the super flex.**" – *Community College Graduate*

"I don't know how many places there are like my high school where you can come learn about everything from Barbering to Auto Body. Make more high schools like mine. I **have so many friends who went here who are working in their field now.**" – *High School Graduate*

"The general CTE and multimedia teacher at my high school inspired me. We were already making webpages in 10th grade. **It was hands-on and challenging and got me interested in tech.**" – *High School Student*

"My Agriculture teacher has been influential. She was getting frustrated with the class and asked me to help out with grading. I thought it was fun, so I started to take on other odd jobs like stocking the classrooms. Then she let me start to help run classes. And then we got to go to an Agricultural Education seminar. **That's when I really realized it was what I loved.**" – *High School Student*



Factors Affecting Entry to CTE

Many students feel that **career-focused education is stigmatized**, and there is **major variation in how and why students enter CTE**.

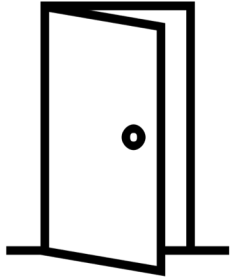
What we heard: Student responses coalesced around two areas of focus:

Perceptions of CTE –

Negative effect of stigmas and under-emphasis on CTE participation

Entry Levers –

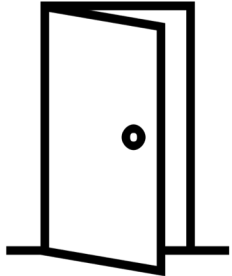
Forces that influence whether students join CTE programs



Factors Affecting Entry to CTE: Emerging Recommendations

Student input informs the following recommendations for increasing CTE participation:

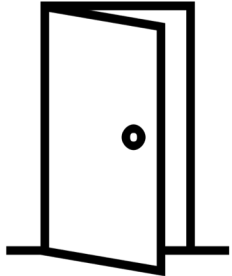
- **Reduce CTE stigma among students, families, and educators** by (1) increasing visibility of **student success stories**, (2) raising awareness that many technical careers and skilled trades provide **family-sustaining wages**, and (3) reinforcing the message that **many CTE credentials are stackable and can lead to a bachelor's degree** and beyond.
- **Ensure that student entry into CTE is intentional**, either because it is a universal school experience or because they are empowered to opt in based on their talents, interests, and aspirations.
- Train educators to **present CTE as a viable and respectable path for all students**, not just for those who are struggling in traditional academic courses.
- Create conditions that encourage high schools to **prioritize entry into careers and postsecondary career pathways** on a similar level as and not exclusive from four-year college enrollment.



Students recognized that negative perceptions of CTE deter participation, yet in- and out-of-school factors can overcome this stigma.

Findings below capture student input:

Perceptions of CTE	Entry Levers
<ul style="list-style-type: none"> • Influential Stigma – Many students felt that career-focused or vocational education is presented, both implicitly and explicitly, as a less preferable option. They stated that this discouraged many from pursuing CTE. For others, it resulted in delayed entry to CTE. Alternately, students at high schools that integrate and celebrate CTE as foundational seemed to avoid the effect of this stigma. • Impact of 4-Year College Emphasis – The pervasive push to earn a four-year degree led some students to subvert their interests in both CTE and community colleges. More broadly, many students expressed that four-year college enrollment was the primary priority in their high schools, resulting in less attention and visibility for CTE. 	<ul style="list-style-type: none"> • CTE Integration + Function in High Schools – CTE is a universal element of student experience in some high schools, yet in others, a small but significant number of students were placed into CTE simply to add credits or fill schedules. • Visibility – A critical mass of students were unaware of the available CTE options during high school. As a result, they expressed regret at entering career pathways later than they would have preferred. • Family Influence – A number of students stated that family members influenced their decision to participate in CTE, either because an older sibling was enrolled or because their parents worked in a related profession.



Factors Affecting CTE Participation: In Their Own Words

The following illustrative quotes highlight the areas of focus relating to entry to CTE:

“My mom always told me I was going to college. But I wanted to work with my hands and do something creative. Looking back, I would’ve gone straight to community college. At the time, **I felt like going to a community college wasn’t going to amount to much.** Most of my high school classmates were going to four-year colleges and I just joined the pack. **Having more students share their experiences would’ve helped – or going to a career center while I was in high school.**”
– *Community College Student*

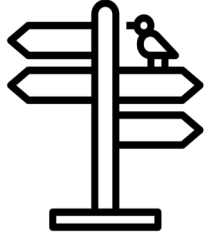
“**Where I’m from, there’s a stigma attached to vocational ed versus a traditional degree.** We are told to get a degree. Instead, it should be you study what you want without any backlash or negative stigma. You shouldn’t have to be a nurse if you want to be a mechanic.”
– *Community College Student*

“**I learned about CTE because I failed.** I failed a class and then they suggested I go into trades.” – *High School Graduate*

“My dad was a psychology professor and **for 25 years I heard, ‘Go to college!’ It should’ve been, ‘Learn a trade!’** When I went to apply for a job at a factory in town, I scored highest on a pre-test of any female in 5 years and second highest of anyone on the day we tested. But they said, ‘You don’t have experience,’ and wouldn’t hire me.” – *Community College Student*

“I was in 10th grade and needed another class to fill my schedule. I was already ahead and had completed most of my requirements. **They just put me into nursing because it was a 3-hour class to fill my schedule** and it took up a lot of time. But then I really liked it.” – *Community College Student*

“I think **guidance counselors don’t push career opportunities enough.** They focus on the average college experience.”
– *Community College Student*



Exploration of Career Pathways

A vast majority of students strongly value access to information, personalized advising, and having **flexibility and agency in choosing a career pathway**.

What we heard: Student responses coalesced around five areas of focus:

Starting CTE Early –

Benefits of earlier career exposure and exploration

Knowledge of Options –

Sources of information on potential career pathways

High-Quality Advising –

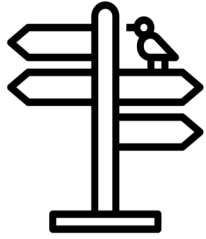
Role of educators and other adults in helping students understand career pathways

Insight on Industry –

Job opportunities and financial benefits each career pathway may provide

Choice and Flexibility –

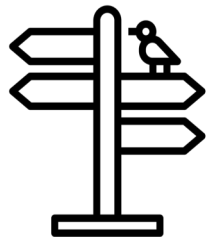
Ability to consider multiple paths and change directions



Exploration of Career Pathways: Emerging Recommendations

Student input informs the following recommendations on exploration of career pathways:

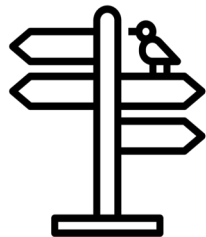
- **Reimagine the CTE course structure** to maximize student **exposure to a breadth of career pathways** and provide students **more ability to change directions** in order to facilitate better-informed and more confident career choices.
- Provide students with **advisors who build strong relationships with students and help them navigate decisions** about whether to participate in CTE programs and which career pathways to pursue. Advisors should have meaningful familiarity with relevant industry sectors and labor market trends so that they can help students plan for long-term career opportunity and economic flourishing.
- **Increase student agency by providing equitable access to information on CTE** opportunities and career pathways available at their schools, possibly via widely distributed print materials or web resources.
- **Offer structured career exploration opportunities in earlier grades** so that students feel more confident and informed when the time comes to make decisions about career pathways.
- Ensure schools' number and variety of **CTE pathways reflect student interests, advances in technology, and the demands of local industries.**



Many students stated that career exploration should begin earlier, and they value access to useful information on career pathways.

Findings below capture student input:

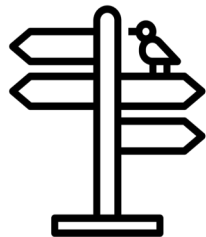
Starting Early	Knowledge of Options
<ul style="list-style-type: none">• Middle School Opportunities – Many students wished they had been able to explore career possibilities and their own interests in middle school. They suggested career-oriented field trips, workshops, sample classes, and questionnaires as tools to cultivate curiosity and start exploring CTE offerings.• High School Curricular Structure – Most students expressed a desire for CTE options and advising to begin no later than 9th grade. Yet a significant number stated that they were not able to begin CTE courses until the second half of high school. Earlier career exploration would allow more time to consider options and more confidently choose a pathway.	<ul style="list-style-type: none">• Student Agency to Access Info – Centralized sources of information on CTE options – like course catalogue, booklets, and school websites – are often a valuable resource and enable students to take initiative in understanding their CTE choices.• Benefits of Career Events – Students found events like career fairs helpful in gaining familiarity with their options, and many expressed that more students should have the opportunity to attend.



Students commonly expressed that effective, individualized advising enables them to explore career options and select the best pathway.

Findings below capture student input:

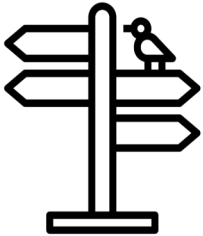
High Quality Advising	Insight on Industry
<ul style="list-style-type: none">• Relationships at the Forefront – When advisors build multidimensional relationships with students and know their interests, aspirations, capabilities, and challenges, they are more effective in facilitating discovery of a well-matched career pathway. This type of relationship is foundational to effective career advising.• Course Selection and More – At the community college level, a critical mass of students felt that advising was primarily focused on course selection to facilitate degree attainment. Yet students’ ideal would expand advising to be more holistic in scope and take a long view, focusing on lifelong career development.	<ul style="list-style-type: none">• Opaque Economic Implications – Students communicated that they often select a career pathway without a clear understanding of economic context. For example, how many jobs will be available when they graduate? Will they earn a family-sustaining wage? How does compensation compare to other fields? And what will the job market in their field look like in 10 years?• Advising Personnel Matters – Community college students expressed that advisors are most effective when they have job market insights and professional experience beyond education. Often, though, students felt that advisors’ experience and training do not match these criteria, creating a barrier to meaningful industry insight in the advising process.



Many students conveyed a desire for better mechanisms to explore and sample a range of career pathways.

Findings below capture student input:

Choice and Flexibility	Choice and Flexibility, Cont'd
<ul style="list-style-type: none">• Course Structure – Many students reported a fundamental mismatch between how courses are offered – typically semester- or year-long classes on a single area of focus – and the kind of flexible exploration they are looking for. High school students in particular requested that the structure of CTE allow for the following:<ul style="list-style-type: none">• Short-term classes that offer brief exposure to a broader array of pathways• Exposure to multiple pathways at once• Easy procedures for adding and dropping a pathway• Options to combine pathways into hybrid disciplines aligned with individual interests	<ul style="list-style-type: none">• Limited Offerings – Some students felt restricted by the limited range of CTE offerings in their school or region. Nearly all expressed a desire to explore more options with lower commitment. Even those satisfied with CTE offerings said that exposure to more career options would help them feel more prepared to enter the workforce.• Ongoing Exploration – Many community college students, even those who had already chosen a pathway, stressed the importance of opportunities for continued exploration within their field and beyond it.• Anxiety of a Life Decision – A critical mass of students expressed anxiety around career indecision. Many felt pressure to choose a career, a decision with lifelong implications, without adequate time or information.



Exploration of Career Pathways: In Their Own Words

The following illustrative quotes highlight the areas of focus relating to exploration of career pathways:

“The high school presented at my middle school, so we knew a little about our options. But you really learn through conversations with your counselors. That doesn’t really start until 10th or 11th grade. **We should start those conversations in 9th grade at the latest.**” – *High School Student*

“I’d like to **figure out my major before college**, before it costs me a fortune.” – *High School Student*

“Start earlier. Freshman and sophomore year, you take all these general classes. Then, **junior and senior year, you’re asked to figure out the rest of your life real quick. It’s too fast.**” – *High School Graduate*

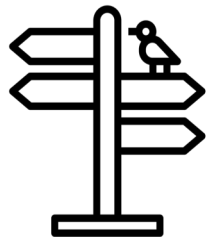
“**Schools should start the career questionnaire in middle school**, evaluate student strengths, offer workshops for applied experiences, repeat the career questionnaire throughout HS, and bring in guests to speak about different careers.” – *Community College Student*

“A lot of kids have an idea of what they want to do but at the same time they don’t. Keep in mind that **kids are trying to figure it out.**” – *High School Student*

“Have counselors guide you, show they care, and make it more relevant. They need someone like our advisor. **He got to know us and by the end of the first semester**, he knew where everyone needed to go. And then he pushed us there.” – *Community College Student*

“The whole process of trying to get into the right program is hard. I’m in the position of having to go back to school because I’m a dislocated worker. The **advisors were not helpful** in directing me or in understanding my background and clarifying all my options.” – *Community College Student*

“A lot of guidance counselors focus on the credits you need to pass, **not how to build for your future.**” – *Community College Student*



Exploration of Career Pathways: In Their Own Words, Cont'd

The following illustrative quotes highlight the areas of focus relating to exploration of career pathways:

“You shouldn’t get penalized or get set back for switching pathways. If we started earlier in high school, this might not be an issue.” – *CTE High School Graduate*

“Students have to find out what they want to do by exploring. Even if you know what you want to do, you need to go out constantly to learn new things. But you need a counselor to help reflect these experiences back to you.” – *Community College Student*

“There’s no room in our schedules to explore or take multiple areas at once, and you can’t integrate subjects. I really want to go into the fine arts. But I also want to do business. But the programs don’t allow for me to do both at once or see how they connect.” – *High School Student*

“Whenever we went on tours to see what jobs we could do and toured manufacturing, it’s an eye opener to the many options that might be out there.” – *High School Student*

“College students still don’t have a clue what they want to do. The school needs to be conscious of what it costs when you’re finding your way.” – *Community College Student*

“I wish we had more opportunities at the high school. We only have four main programs through the vocational center: auto, welding, nursing, and culinary. Our agriculture programs aren’t dual credit. The dean won’t listen that we need more options.” – *High School Student*

“Good counselors listen and give a lot of options. When I started in arts and didn’t like it, they helped me find a change. They made a suggestion based on learning about me through conversations.” – *High School Student*

“We need easily accessible CTE classes (not 3 hours away, not detrimental to the bank account, not exclusive), experience, and professional guidance.” – *High School Student*



Emphasis on Work-Based Learning

Nearly universally, students expressed that **work-based learning is hugely valuable** and should be **integrated into every phase of CTE** programs.

What we heard: Student responses coalesced around five areas of focus:

**Exploration +
Discernment**

– Work-based learning as a key means of choosing a well-matched career pathway

**Essential
Experience –**

High value of meaningful, sustained on-the-job experience

**Classroom
as Workplace**

– Integration of career simulations into coursework

**Peer
Learning –**

Guidance from more advanced CTE students

**Insufficient
Opportunity–**

Lack of access to internships and apprenticeships



Emphasis on Work-Based Learning: Emerging Recommendations

Emphasis on
Work-Based
Learning

Student input informs the following recommendations on work-based learning:

- Integrate **progressively deepening work-based learning opportunities** into students' CTE trajectories. Ranging from career exploration to job-specific skill building, **work-based learning is critical at every step.**
- **Expand the commitment and capacity of employers to offer internships.** There is widespread and firmly held student demand for work-based learning, yet **the supply of opportunities is limited** and only marginally accessible for many. Help employers see how they benefit from offering these opportunities.
- **Strengthen the ability of schools and education systems to empower students to participate in internships.** Key elements of this work include cultivating employer relationships, advocating for students, centralizing searchable information on opportunities, and setting standards to ensure internships facilitate meaningful learning.
- Enhance workplace simulation in classrooms by **engaging more adults with relevant field experience**, including both lead instructors and time-limited visitors.
- Increase **opportunities for peer-to-peer learning in CTE.** Students trust their more advanced peers as valuable sources of insight on selecting and preparing for career pathways.



The vast majority of students identified work-based learning as essential to exploring career options and building a foundation for success.

Emphasis on
Work-Based
Learning

Findings below capture student input:

Exploration + Discernment	Essential Experience
<ul style="list-style-type: none"> • Continuum of Work-Based Learning – Students stated a desire for a progressively deepening continuum of work-based learning opportunities. In particular, workplace exposure is a key means of exploring which career pathways are (and equally important, are not) a match for their skills and interests. Students suggested: <ul style="list-style-type: none"> • <i>Field trips to a variety of workplaces</i> early in high school, middle school, or even elementary grades • <i>Conversations with professionals</i> from various fields • <i>Mini-internships</i> in a narrowed set of sectors and/or workplaces to advance students’ career choice • <i>Longer-term apprentice-/internships</i> with real responsibility to further test students’ career choice 	<ul style="list-style-type: none"> • Technical Skill Building – Students recognized the substantial value of work-based learning, especially internships and apprenticeships. These longer-term placements advance students’ job-specific skill development in the context of industry standards and facilities. • Interpersonal Intelligence + Workplace Norms – In internships and apprenticeships, students reported building their interpersonal capabilities in a professional setting, connecting with colleagues, forging relationships with mentors, and receiving feedback. They also shared that they gained valuable exposure to professional expectations, employer culture, and adjacent career tracks. This learning has lasting value well beyond any single work-based placement.



Most students wanted greater access to work-based learning: to professionals in their field, to learn from peers, and especially to internships.

Emphasis on
Work-Based
Learning

Findings below capture student input:

Classroom as Workplace	Peer Learning	Insufficient Opportunity
<ul style="list-style-type: none"> • Professionals in the Classroom – Students benefited when industry-experienced adults were in their classrooms. This can occur via visits from professionals and via teachers who set industry-aligned expectations and design assignments to mirror the workplace. • Facilities Matter – Classrooms with industry-standard equipment facilitate workplace simulations. Conversely, when equipment is outdated, students build false confidence that is shattered when they enter a real workplace. 	<ul style="list-style-type: none"> • Prep for Higher Expectations – High school students knew expectations would be higher in college, yet they were often not sure how. Engagement with college students is a means of closing this information gap and enabling better preparation. • Pathway Insights – Many students wished they had been able to speak with more advanced students to learn about career pathways. These near-peer interactions offer relatable information about what to expect in a variety of career pathways and support well-matched choices. 	<ul style="list-style-type: none"> • Stronger Role for Education – Students wanted schools to more ardently advocate for employers to create internships and commit spots. They also envisioned a central listing of internships. • Lack of Employer Investment – There was a prevailing community college student belief that employers are not collectively committed to offering a robust array of internship opportunities. Further, many suggested that existing positions are menial in nature and/or do not fit the schedule constraints of students.



Emphasis on Work-Based Learning: In Their Own Words

Emphasis on
Work-Based
Learning

The following illustrative quotes highlight the areas of focus relating to work-based learning:

“At my apprenticeship, I have a foreman who’ll let me know. I could be screwing something up all day. He’ll let me work at it all day to try figure it out. But if I don’t, **he’ll show me how to fix it and do it better next time.**” – *High School Graduate*

“In fire science, **we’re getting info from three actual firefighters**, and we get to use their actual gear.” – *High School Student*

“Having onsite tours for classes would be good, like **field trips to employer locations.**” – *High School Student*

“We should get to experience multiple jobs, not just get told about them. Sometimes you hear about a career and it sounds boring or dumb. But **when you’re there, you experience different problems and have to work out solutions.** That makes it interesting.” – *High School Graduate*

“In our nursing program, **we get to bounce around and see which areas we’d like.** I’ve tried out the emergency room and other specialties, so I know what my options are.” – *Community College Student*

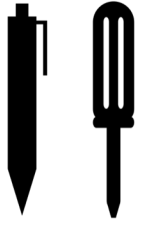
“I work in insurance. There are so many systems that you would never touch unless you work for a company. **Some of the learning has to be on the job.** When you go to find jobs, the positions are all entry level. No one wants those, but that’s where you have to start and that’s where you learn the rest.” – *Community College Student*

“For those in med tech, **the equipment you have in schools is out of date or broken** and then you go into the real world and realize you’re out of touch.” – *High School Student*

“My summer internship required me to learn different platforms. **You have to have a hands-on experience to learn the kinds of design and media tools we worked with.**” – *Community College Student*

“**Offering internships benefits a company eventually.** The companies need to realize this.” – *Community College Student*

“The volume of internships needs to be increased. **Employers need to take responsibility and open their doors.**” – *Community College Student*



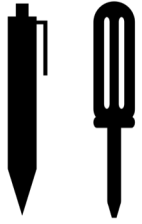
Relevant + Contextualized Learning

Many students want their **coursework**, both CTE and general education, to have **clear connection to their lives and their careers**.

What we heard: Student responses coalesced around two areas of focus:

Unnecessary Requirements –
View that many mandatory courses are not relevant to career development

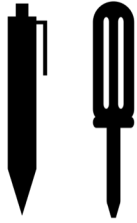
Tailored Course Content –
Curricula with clear and useful application in students' career pathways



Relevant + Contextualized Learning: Emerging Recommendations

Student input informs the following recommendations on relevant and contextualized learning:

- Support educators to **compellingly communicate how course content will support students' future success**. This is especially important in general education courses, which CTE students may perceive as far removed from their educational interests. Alternately, offer students **more autonomy in course selection**.
- Reevaluate whether currently required **courses and content present a logical connection to each career pathway's learning objectives**.
- Recruit teachers who have both an **understanding of subject-based pedagogy** and **first-hand experience in their field of instruction**.
- Build **stronger connections between CTE program administrators and employers or trade unions** to coordinate curricula that match hiring requirements and meet up-to-date industry standards. Ensure students understand that these partnerships inform curriculum development.



A critical mass of students communicated that more coursework should be relevant to their career pathway and applicable in the workplace.

Findings below capture student input:

Unnecessary Requirements	Tailored Course Content
<ul style="list-style-type: none">• Unnecessary and Irrelevant Classes – Many students expressed frustration with required courses that they perceived as not measurably contributing to their knowledge and experience in a particular career pathway. They did not see value in general education and liberal arts courses and felt like they created superfluous demands on their time and a longer path into the workplace.	<ul style="list-style-type: none">• Contextualized Gen Ed Content – When general education courses were required, many students wanted coursework that was adapted to their career pathway. For example, healthcare track students who must complete an English course preferred that assignments focused on health-related topics.• Applicable Learning in CTE Courses – Most students wanted learning in CTE courses to focus on technical skills that are up to date and well aligned with employer practices and needs. Students felt more confident when courses included simulated workplace experiences and/or access to workplaces.



Relevant + Contextualized Learning: In Their Own Words

The following illustrative quotes highlight the areas of focus relating to relevant and contextualized learning:

“For each welding certificate, **you have to take some courses that have nothing to do with the actual work.** I’ve talked to people in the field, and they’ve told me I’ll never use courses like electric or sociology in the field.” – *Community College Student*

“I feel pretty prepared by my accounting class because **my teacher used to be an accountant.** She has real-world experience that she shares with us.” – *High School Student*

“If you really know what you want to do, you shouldn’t have to take pre-calculus or calculus, for example. Instead, you’d take a math **class that’s connected to what you want to study.** It would be more relevant.” – *High School Student*

“Require classes and then have a counselor who shows you what the classes can be used for. A lot of people don’t know what you’re going to use English for. But you will. **The counselor can make it relevant.**” – *Community College Student*

“Everyone needs math. But it would be better if the class was **specific to the actual work** we do in our IT program. A more specialized version of the class would be more beneficial.” – *Community College Student*

“For many of us, **high school felt like we were just passing time** until college. In math, instead of spending a whole theoretical unit on slope, take us outside and have us actually calculate the slope of a shadow of a tree or something in the real world.” – *Community College Graduate*

“Nursing school seems like a really long time, but there are still people wondering if they’re going to be able to save a life. We learn so much, but we cover a bunch of things every day that are unnecessary busy work. **Let’s practice what we’re actually going to do.**” – *Community College Student*



Additional Findings

Students voiced several additional issues. Although not raised as frequently as our key themes, they warrant consideration.

Extracurricular CTE

Students only raised the benefit of extracurricular CTE activities at two sites, which leads us to infer they are not widely available. Yet those who shared extracurricular experiences were enthusiastic about the benefits.

- A community college student reflected that extracurricular activities are a means of building visibility of certain career pathways, suggesting, *“Offer students the opportunity to attend Skills USA trade competitions. It opens your eyes to just exactly how the workforce needs the trades.”*
- A 12th grader explained that through extracurricular involvement, he explored multiple career pathways in ways that his high school curriculum didn’t allow for. He said, *“I’ve had an interest in computer science for a long time. It started with my interest in game design. I was also interested in business but there’s only so many classes you can take and I didn’t have space. So DECA helped because it allowed me to explore business while I was still taking computer science courses.”*



Additional Findings, Cont'd

Equity Considerations

As students spoke about access (more often, lack of) to internships and apprenticeships, a number of equity concerns were raised. As policies and systems evolve, these considerations are central in **determining whether CTE further reinforces inequalities or is a driver of social mobility and self-determination.**

- For the few students who had secured meaningful **paid internships**, a significant number mentioned it was **facilitated by family connections rather than CTE programs designed to build social capital.** A student explained how he secured his apprenticeship: *“My parents played darts at the country club with the guy who ended up hiring me.”*
- There is significant gender imbalance in many of the trades, which is sustained in part through **hostile workplace culture.** Although the ultimate outcome was positive, another student relayed an experience: *“We just got the first woman in our apprenticeship program this year. The older guys were talking about it a month before it happened. There was an uproar. But now she’s there and works harder than any of those guys do, so she’s shown them all up.”*
- More broadly, what is the role of CTE initiatives in ensuring that all students, and particularly those from underrepresented groups, have **equitable access to supportive work-based learning environments?**



Additional Findings, Cont'd

Interpersonal + Communication Skills

At the start of each input session, we asked participants, “**What is one skill that everyone should learn?**” It is noteworthy that responses focused overwhelmingly on interpersonal skills. Common responses included **listening**, **empathy**, being able to **clearly articulate one’s point of view**, and public presentation.

Geographic Implications

Student input sessions covered a range of geographies, including suburbs of major cities, small cities, and rural areas. **For rural students in particular, geography had a powerful and often limiting effect** on their CTE experiences. The following quotes are illustrative:

- A community college graduate said, “***How do we get the chance to venture out to places in Peoria and have access to more opportunities? Where I’m from, it’s cornfields near a river.***”
- A high school student wanted “***easily accessible classes, not 3 hours away.***”
- A community college student suggested building on local assets: “***When I think about it, there’s farming all around us. We should have more programs on that. Western Illinois University has the biggest agriculture program in the area, but we should have an option here in Galesburg that doesn’t cost \$40,000 per year.***”



Additional Findings, Cont'd

Ideal CTE System

During the input sessions, we asked participants to imagine the ideal system for helping students choose and prepare for careers. They put their ideas on index cards. The following are illustrative examples of student responses:

Students should be encouraged, to join a CTE pathway their freshman year, and not have to seek it out themselves at a later point in time. The classes should be progressive, and offer college credit and/or training in the field.

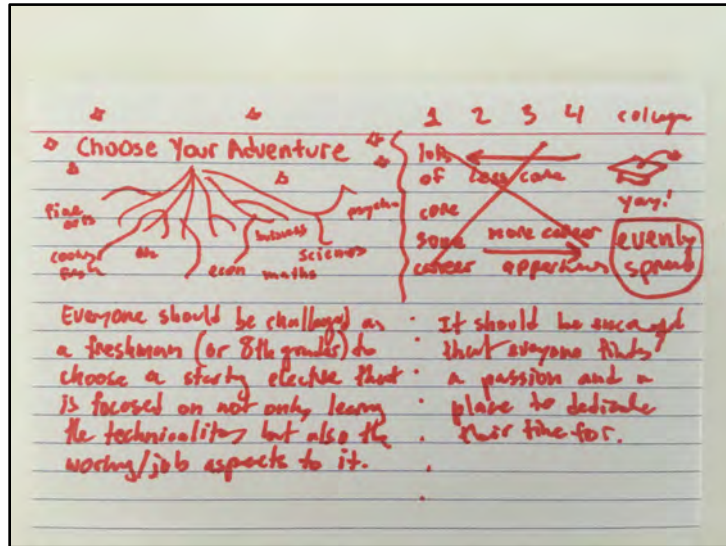
- Introductory course
- Save days, ~~we are allowed to~~
- In order to accommodate more classes, perhaps make the classes more condensed & have college-like class with alternating days of attendance. This way you could take multiple CTE classes
- **EXPERIENCE!** There should be a larger focus on real-world applications and INTERNSHIPS

- Your choice for your learning
- Classes that focus on your major that you are pursuing
- Teachers for the right classes
- On Job learning



Additional Findings, Cont'd

Ideal CTE System, Cont'd



Ideally, classes would be more flexible. It would be nice if classes were only a semester long vs. a whole year so I could explore other CTE opportunities. It would help if there was more guidance coming into freshman year about classroom opportunities. I didn't know about a lot of options offered until junior/senior year.

- To prepare: College credit and background knowledge under belt.
- Ideal school day: 50% of time learning material... 50% of time applying it in a real world setting.

Project Consultants + Report Authors: Simon Moore + Laurel Foglia

Support From: The Joyce Foundation

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Informing Perkins V: Employer Input on Career and Technical Education in Illinois

Commissioned by the
Illinois State Board of Education
and the
Illinois Community College Board

December 2019

Background + Acknowledgments

With the generous support of the Joyce Foundation, this report was commissioned by the Illinois State Board of Education and the Illinois Community College Board to ensure that employer perspectives inform the Illinois Perkins V plan. Independent consultants Simon Moore and Laurel Foglia were contracted to facilitate employer input and produce this synthesis report.

Many thanks are due to the 74 employers and 8 workforce development leaders from across Illinois who volunteered their time and perspectives in the interest of building a robust Career and Technical Education system in the state. Gratitude is also due to our colleagues who encouraged employers to participate and to the sites that hosted employer input sessions: Carl Sandburg College, Rock Valley College, the Saint Clair County Regional Office of Education, and Woodruff Career & Technical Center.

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I. Executive Summary

Purpose

Process

Leading Recommendations

Executive Summary: Purpose

Illinois is currently developing its proposal for Perkins V Career and Technical Education (CTE) funding from the U.S. Department of Education. This report is a component of engagement efforts coordinated by the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) to ensure the state's Perkins V proposal is informed by community stakeholders.

Specifically, **this project was commissioned by ISBE and ICCB to gather input from employers**, who are key stakeholders in CTE initiatives. Our education systems play a central role in developing the talented workforce that business and industry needs to thrive, so employers have a vested interest in the effectiveness of CTE. Further, **employers have unique insight into the capabilities workers need to succeed and the extent to which recent graduates of our education systems have developed those capabilities.** As such, the employer input captured in this report provides a valuable perspective on the best path forward for CTE in Illinois.

Executive Summary: Process

With the support of the Joyce Foundation, project consultants Simon Moore and Laurel Foglia gathered employer input via **five group input sessions, 1-on-1 phone interviews, and an online survey**. A total of **74 employers participated**. Over **40% of respondents work in manufacturing**, which was by far the most highly represented sector. This was followed by Agriculture, Food, and Natural Resources and Health Sciences, each of which constituted just over 10% of respondents. Participants are based in geographically diverse communities across the state, but **the Chicagoland area, Central Illinois, and Metro Saint Louis accounted for the vast majority of responses** with 37%, 25%, and 19% respectively.

When offered various avenues for providing input and the possibility of remote participation, employers were enthusiastic to share their perspectives. They offered candid views on the quality of the workforce pipeline, the state of CTE, and how business and education can better coordinate efforts.

This report is a synthesis of employer input and identifies points of commonality among participant views. Across all modes of participation, **employer input was guided by five key questions:**

1. How well do the capabilities of recent high school and postsecondary graduates align with your needs as an employer?
2. What are the primary strengths of the current state of CTE in Illinois?
3. What are the primary challenges with the current state of CTE in Illinois?
4. In your opinion, how can our education systems better coordinate with business and industry?
5. How would you like to be involved in developing career pathways at the state and local level?

Executive Summary: Leading Recommendations

Leading recommendations are the project's primary findings. **These are the ideas for strengthening CTE that employers most frequently and clearly raised.** In accordance with employer input, leading recommendations are listed in priority order:

- **Forge relationships between employers and education institutions** that are grounded in shared purpose, mutual commitment, and a willingness to be transparent and vulnerable. Authentic relationships between education and industry are foundational to both localized career pathways and system-level coordination.
- **Raise the profile of skilled trades and technical careers.** Employers believe that these pathways are stigmatized and often considered less desirable than a four-year degree, to the detriment of both students and employers. A key element of these efforts is crafting a contemporary image of CTE as a high-tech space that offers family-sustaining careers.
- **Expand work-based learning opportunities.** This serves the dual purpose of (1) giving students more exposure to career options and fostering their interest in high-demand, high-pay, high-growth sectors and (2) enabling students to develop a valuable combination of soft skills and technical skills.
- **Prioritize the development of students' soft skills,** including communication, interpersonal intelligence, adaptability to new cultures and expectations, and basic professionalism. The extent to which students are proficient in these areas is a strong predictor of their success in the workplace, yet employers reported recent graduates are often unprepared.
- **Capitalize on employers' desire to contribute** to the development of a robust array of career pathways. Approximately 85% of respondents expressed interest in involvement or were already involved in the development of career pathways.

II. Methodology

Modes of Engagement

Participant Characteristics

Role of Consultants

During two phases of employer engagement, participants chose from multiple modes of providing input.

Phase I: ISBE and ICCB designed the structure of Phase I, which comprised a series of facilitated group input sessions at four sites across Illinois. ISBE and ICCB identified host sites and the timeline for the input sessions. Additionally, ISBE and ICCB led outreach efforts, which included individual invitations to Local Workforce Board Chairs and requests for community colleges and Education for Employment Directors to invite employers in their regions. Employer participation in Phase I was very limited, necessitating Phase II.

<i>Host Institution</i>	<i>Location</i>	<i>Date</i>	<i>Time</i>
Saint Clair County Regional Office of Education	Belleville, IL	09.19.19	630-800pm
Woodruff Career & Technical Center	Peoria, IL	09.27.19	600-730pm
Rock Valley College	Rockford, IL	10.01.19	600-730pm
Carl Sandburg College	Galesburg, IL	10.08.19	600-730pm

Phase II: ISBE, ICCB, the project consultants, and a Joyce Foundation representative collaboratively planned Phase II, which offered employers greater choice in how to provide input and the option to participate remotely. Phase II ran from October 31, 2019 to November 8, 2019. The project team identified a small group of allies – district administrators, community college administrators, and CTE/workforce development leaders – who were asked to encourage their employer colleagues to participate. This approach yielded a far stronger response from employers, who provided input via the following avenues:

- Online survey
- 1-on-1 phone interview with a project consultant
- Facilitated group input session via conference call hosted by ISBE from 300-400pm on November 6, 2019

Employer participants represented a diverse mix of industries and geographies, although the manufacturing sector was a strong plurality.

The following provides insight on participant characteristics:

Total participants	74	
Participants by mode of engagement	In-Person Group Session – 3 (4%) Remote Group Session – 9 (12%)	1-on-1 Phone Interview – 2 (3%) Online Survey – 60 (81%)
Most Common Participant Sectors	Manufacturing – 32 (43%) Agriculture, Food, and Natural Resources – 9 (12%) Health Sciences - 8 (11%)	Marketing, Sales, and Service – 7 (9%) Transportation, Distribution, and Logistics – 5 (7%)
Participants by Region	Chicagoland Area* – 25 (37%) Central Illinois – 17 (25%) Metro Saint Louis – 13 (19%)	Northern Illinois – 7 (10%) Western Illinois – 4 (6%) Southern Illinois – 2 (3%)

The input process was designed to elicit candid participant perspectives. This report highlights the most prevalent ideas conveyed by employers.

ISBE and ICCB generated a preliminary set of prompts about employer engagement with CTE. We shaped those into a core set of guiding questions, which was reviewed by ISBE and ICCB before implementation. The guiding questions served as the central element of all modes of input we utilized. Additionally, each input mechanism incorporated background on the project, CTE, and Perkins V, which aimed to address employers' varying levels of familiarity with the field. Finally, we communicated to employers that we would be neutral facilitators and made clear that their input would be anonymized in notes and this report.

This report synthesizes employer input and focuses on the themes they most frequently communicated through their participation. The aim is to highlight those points of commonality. Quotes are provided to enable the reader to hear from employers in their own words. Some quotes have been edited for the purposes of readability and anonymity.

III. Findings

Overview

5 Guiding Questions

Additional Findings

Five core questions guided employer input, and findings are organized around these areas of inquiry.



1. How well do the capabilities of recent high school and postsecondary graduates align with your needs as an employer?



2. What are the primary strengths of the current state of CTE in Illinois?



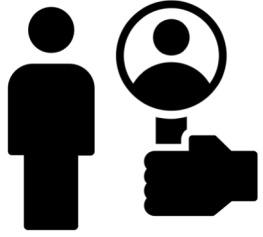
3. What are the primary challenges with the current state of CTE in Illinois?



4. In your opinion, how can our education systems better coordinate with business and industry?



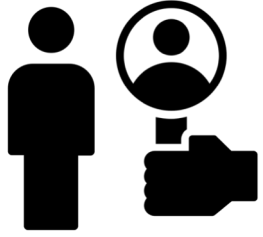
5. How would you like to be involved in developing career pathways at the state and local level?



How well do the capabilities of recent high school and postsecondary graduates align with your needs as an employer?

Employer responses coalesced around the following themes:

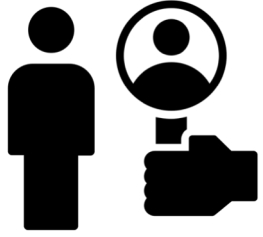
1. **Varied Perspectives** – Employers did not have a clear consensus on the extent to which there is a pipeline of recent graduates who are well prepared for the workforce.
2. **Points of Alignment** – Employers who viewed recent graduates' capabilities as aligned with their needs frequently described general satisfaction with CTE and recognized high-performing postsecondary programs.
3. **Points of Misalignment** – Employer perspectives on the ways recent graduates are underprepared for the workforce converged around a lack of soft skills, technical skills, and commitment to their field.



How well do the capabilities of recent high school and postsecondary graduates align with your needs as an employer?

What we heard from employers:

1. Varied Perspectives	2. Points of Alignment
<ul style="list-style-type: none">• Evenly Distributed Perspective, No Consensus – About one third of employers reported that the capabilities of recent graduates align well with their needs. One third reported variation in the degree to which capabilities align. And one third reported that capabilities fall short of employer needs.• No Industry Specific Viewpoints – Perspectives on the skillsets of recent graduates did not correspond to specific industries. There was a broad spectrum of opinion within each of the industries represented.	<ul style="list-style-type: none">• General Satisfaction with CTE – The employers who reported being pleased with recent grads feel that CTE allows students to gain both relevant technical knowledge and sufficient employability skills to meet or exceed hiring requirements. These employers feel that recent grads adapt easily to the work environment and make valuable contributions right away.• The More Training, the Better – About 30% of employers expressed greater satisfaction with postsecondary CTE graduates and/or those who have completed a specialized program in a relevant pathway. They feel the technical capabilities and leadership potential of these applicants are significantly more aligned with employer needs.

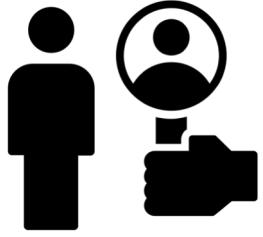


How well do the capabilities of recent high school and postsecondary graduates align with your needs as an employer?

What we heard from employers:

3. Points of Misalignment

- **Missing Soft Skills** – A significant number of employers described recent high school and community college grads as lacking interpersonal, professional, and communication skills. They noted that many applicants and first-time employees struggle with punctuality, motivation, and critical thinking.
- **Lacking Technical Proficiency** – Of the employers who view recent grads as underprepared, many noted inadequate technical skills. Half find advanced skills lacking, and half find basic skills lacking. Several employers explained that some degree of on-the-job training is often necessary for new hires, even for those with postsecondary credentials.
- **Less Familiar, Less Committed** – Employers speculated that the shortage of qualified candidates is due to a decrease in familiarity with career opportunities in skilled trades. Some employers also noted a lack of desire for long-term engagement in a trade field.



Talent Alignment: Employers in Their Own Words

The following illustrative quotes highlight the relevant themes:

“High school diploma candidates transition well into our assembly positions and are able to easily bid for forklift, quality tech, more advanced assembly roles, and team leaders. **Skilled trade positions require a postsecondary certificate, training, or degree.”**
- *Manufacturing Employer, Nashville*

“They often do not have the skills required to perform the tasks that we utilize in our business as most high schools have eliminated their technical skills training programs.”
- *Manufacturing Employer, Geneva*

“I feel they are improving. The focus of high schools and community colleges to prepare a student for a working career as opposed to next level academics is helping. My observation of our industry is that the challenge we face is 1) finding a person that 2) is able to hold the job (attendance, communication, and accountability) and that 3) has the desire to be educated and prosper. **It is exciting when we find a 3rd-level candidate.”** - *Manufacturing Employer, Schaumburg*

“The capabilities of recent grads don’t match with our needs as an employer. We are learning that we need to get out in front as early as junior high to build qualified candidates.” - *Healthcare Employer, Peoria*

“We have had mixed results with employees directly out of high school. They are the greatest opportunity for improvement per our experience. **The candidates that have struggled the most lacked life skills such as self-discipline, reasoning, and critical thinking.** We have had better success with employees that were graduates of Danville Area Community College, both technically and life skill related.” - *Manufacturing Employer, Danville*



What are the primary strengths of the current state of CTE in Illinois?

Employer responses coalesced around the following themes:

1. **Positive Momentum in High Schools** – A significant number of employers reported that high schools are taking positive steps to strengthen CTE programs.
2. **High-Quality Community College Programs** – Many employers stated that postsecondary degree and certificate programs produce qualified job candidates and are a key source of talent.



What are the primary strengths of the current state of CTE in Illinois?

What we heard from employers:

1. Positive Momentum in High Schools	2. High-Quality Community College Programs
<ul style="list-style-type: none">• Changing Priorities + Perceptions – Of employers who commented on the strengths of CTE, many reported a slow but tangible increase in interest and investment in CTE. They observed that some high schools are starting to prioritize preparing students to be career-ready, not just college-ready.• Employer Partnerships – Employers noted that certain high schools are forging stronger and more sustained relationships with local industries in order to jointly address skill gaps and negative perceptions of careers in the skilled trades.• More Guidance, Earlier – Some employers saw an increase in applicants from high schools that incorporate CTE and career counseling in earlier grades. Employers found that the combination of academics and hands-on experience enables these applicants to develop the technical knowledge and employability skills to succeed in an entry-level position.	<ul style="list-style-type: none">• Resources and Services – Employers expressed appreciation for the range of community college programs that are available to high schoolers, college students, and continuing education students. They consider the strongest programs to be those with passionate teachers, up-to-date equipment, and a commitment to remaining responsive to industry needs.• Industry-Standard Technical Training – Employers spoke highly of postsecondary programs that are designed to meet the specific technical needs of an industry.



CTE Strengths: Employers in Their Own Words

The following illustrative quotes highlight the relevant themes:

“Strengths include **increasing partnerships and networks between employers, schools, and community colleges** for communicating about the skill gap and actively engaging to change the perception.”

- *Manufacturing Employer, Nashville*

“A strength is the resources and services available through community college programs. **Our local community college is very attuned and responsive to employer needs.**”

- *Manufacturing Employer, Peru*

“I think the **strength lies in the partnerships with community colleges** and that it now appears that it's making its way into high schools. Kids are understanding what their options are at an earlier age than in the past.” - *Recycling Employer, Danville*

“Career counseling at the local high schools and dual enrollment at Danville Area Community College is a difference-maker for area employers in my opinion. **Students are being challenged to think in structured ways about what they would like to do after high school much earlier** in their high school career due to career counseling. This opens the door to young people being challenged academically for those that wish to continue their education. Graduating with an associate’s degree from high school is huge for the student and the family supporting the student.” - *Building Products Employer, Danville*

“The culinary department at our healthcare company has been our one pocket of success where we have managed to find and retain employees from HS programs. We are only **finding success with programs that have counselors to support the students.**” - *Healthcare Employer, Peoria*



What are the primary challenges with the current state of CTE in Illinois?

Employer responses coalesced around the following themes:

1. **Limited Coordination** – Employers conveyed that opportunities to work in concert with schools are limited, which results in mismatched priorities and practices.
2. **Lack of Technical and Soft Skills** – Many employers stated that the talent pipeline is insufficient in terms of both quantity and quality of candidates to meet their hiring needs.
3. **Under-Emphasis on CTE** – Employers observed that preparing students for trades and technical careers is often not a priority in high schools, which has a detrimental effect on the talent pipeline.



What are the primary challenges with the current state of CTE in Illinois?

What we heard from employers:

1. Limited Coordination	2. Lack of Technical and Soft Skills
<ul style="list-style-type: none">• No Seat at the Table - Many employers expressed frustration about limited collaboration between educational institutions and industry. They feel that better coordination between employers and schools would accelerate the process of reshaping CTE to meet current industry demands.• Outdated Material - Some employers suggested that limited interaction with area manufacturers and other businesses has left some CTE curricula far behind industry standards. They also feel that improved partnerships would enable company policies and practices to evolve in step with the motivations of the current generation of students.	<ul style="list-style-type: none">• Underqualified Applicants: Many employers reported finding it a challenge to meet their staffing needs due to both a shortage of applicants and applicant skill deficits. They often assess the applicants to be lacking in technical skills, work ethic, and the necessary soft skills. Many of these employers stated that their businesses do not have the capacity to provide all the necessary training, so they would like more on-the-job training integrated into CTE programs to bridge these gaps.



What are the primary challenges with the current state of CTE in Illinois?

What we heard from employers:

3. Under-Emphasis on CTE

- **Limited CTE Offerings in School** – A significant number of employers felt that a reduction in high school vocational programs is responsible for decreased student interest in the trades and technical fields and, as a result, a shortage of job applicants. They feel that schools are not encouraging students to engage in career exploration, especially not into areas that do not require a bachelor's degree.
- **Over-Emphasis on 4-Year College** – According to many employers, there is a pervasive belief among teachers, counselors, and parents that trades and technical careers are a less desirable option than pursuing a bachelor's degree. They feel that this contributes to a gap in awareness of and participation in training opportunities and in-demand careers.
- **Delayed Introduction** – Employers noted that offering CTE too late in a student's academic trajectory decreases the likelihood that the student will discover and develop an interest in a skilled trade.



CTE Challenges: Employers in Their Own Words

The following illustrative quotes highlight the relevant themes:

“The system is fragmented and often does not allow for incumbent worker training under the standard semester model. Many of the schools operate in silos and see business as a threat as opposed to a partner they can collaborate with. Many programs lack proper funding and the students struggle to receive the financial support to upskill themselves.” - *Manufacturing Employer, Geneva*

“Mom and Dad think of the stigma against manufacturing: that it’s dangerous, dirty, old... But it’s not. It’s cutting edge, clean, and safe. We need to change that narrative. Some parents look down on 2-year schools. They feel like they have failed if their kid attends a 2-year school. I attended Harper’s career day with my young kids and it was amazing. There are so many options for a meaningful career.” - *Manufacturing Employer, Schaumburg*

“A primary challenge is overcoming the lack of knowledge in families and communities regarding the industries, opportunities, and training programs available.” - *Manufacturing Employer, Nashville*

“As we have become more active in partnering with local high schools, we have found **many don't even have a program that matches our industry any longer**. The courses that were related to auto, machinery, engines, diagnostics etc. have been removed from many metropolitan high school career curriculums. **Many of the school faculty are not even familiar with our industry opportunities** and the priority is getting students into 4-year schools. We have found a few vocational programs that provide a great introduction to our industry, but they severely lack exposure to the new technology and innovation within our industry.” - *Heavy Equipment Employer, Naperville*

“The students and graduates seem under-prepared even after completing the programs. There is a clear need for more robust on-the-job training and experience as part of their education in order to be competitive in the job market.” - *Manufacturing Employer, Danville*



In your opinion, how can our education systems better coordinate with business and industry?

Employer responses coalesced around the following themes:

1. **Expanding Work-Based Learning** – Employers placed a high value on experiential learning and suggested various ways to provide students with more opportunities for workplace engagement.
2. **Strengthening Relationships** – Employers expressed that committed, honest relationships with schools are a key building block for effective CTE programs.
3. **Raising the Profile of CTE** – Employers consistently communicated that emphasizing career outcomes and highlighting career opportunities will grow the pipeline of qualified workers.



In your opinion, how can our education systems better coordinate with business and industry?

What we heard from employers:

1. Expanding Work-Based Learning	2. Strengthening Relationships
<ul style="list-style-type: none">• Site Visits + Shadowing – Many employers stated a willingness to host field trips and shadow days – not just for students, also for parents. They suggested it is a means of generating awareness and enthusiasm.• Employers in Schools - Many employers said they should spend more time in schools, sharing their experiences, explaining jobs in their industry, and even mentoring.• Internships + Apprenticeships – Employers recognized that internships and apprenticeships are highly valuable in preparing students for careers. A number of employers even suggested making it a graduation requirement.	<ul style="list-style-type: none">• Honest Dialogue – Many employers expressed a desire for dialogue with schools to communicate their needs and the extent to which they are (or are not) being met.• Building Alignment – Employers believe these conversations enable CTE programs to align with industry needs and standards. Further, a number of employers expressed that schools need the freedom and flexibility to respond quickly, adapting both what programs they operate and what is taught in those programs.• Educator Awareness – Sustained relationships with employers enable educators to stay current on evolving industries and job markets, positioning them to better communicate effective career advocacy and advice to students.



In your opinion, how can our education systems better coordinate with business and industry?

What we heard from employers:

3. Raising the Profile of CTE

- **Prioritizing Career Outcomes** – Employers communicated that emphasis on career entry as a positive student outcome conveys a value statement and creates an incentive for schools to focus on CTE, build employer relationships, and develop career pathways.
- **Changing Perceptions through Engagement** – Employers expressed hope that more engagement with students and parents would be a means of changing negative perceptions and generating interest in the trades and technical fields. Many employers believe in their ability to cultivate interest in their fields if they have the opportunity to connect with students and their families.
- **Educators as Advocates** – Employers think that equipping educators with the information to champion careers and trades to students and their families would make schools more effective at generating enthusiasm for careers and building a workforce pipeline.
- **No Mutual Exclusivity** – A significant number of employers suggested emphasizing the message, and ensuring the reality, that CTE and a four-year degree are not mutually exclusive. Ideally, they want college and career paths to be concurrent and credentials to be stackable.



Coordination: Employers in Their Own Words

The following illustrative quotes highlight the relevant themes:

“The schools are short on funding so most have discontinued technical classes such as shop. Offering this to students earlier may help foster students who like to work with their hands. If **businesses could partner with the schools for field trips or opportunities for students to learn more and see first hand what it is like** to be a technician (for my industry) or other trades, students’ interest may be sparked.” - *Automotive Employer, Metro Saint Louis*

“Education systems need to be in very close contact with industry **to keep apprised of the industry needs and to assess skills gaps** in graduates of their programs. This is also very important for certification testing - schools have to teach to the test but sometimes the test is not reflective of the industry, which leaves students unprepared upon exit and being taught from the ground up in the field.” - *Healthcare Employer, Decatur*

“A barrier to partnership is the wide breadth of requirements in the industry. To combat that, education and industry need to work very closely together to ensure the base knowledge is present that the employers can then build upon. **Never will education perfectly and completely train an employee** but the base knowledge needs to be in place for the employers to build upon. Employers need to understand that **there will be more industry and business-specific training required** for employees.” - *Manufacturing Employer, Danville*

“Set up and develop forums for the **counselors and parents to be able to tour plants and talk to the people doing the job**. They will then see that a shop is not a dirty place but a clean and high-tech place to work.” - *Manufacturing Employer, Belleville*



How would you like to be involved in developing career pathways at the state and local level?

Employer responses coalesced around the following themes:

1. **Desire to Contribute** – The vast majority of employers stated an interest in supporting the development of career pathways.
2. **Varying Levels of Commitment** – Employers expressed a diversity of sentiments on how and how deeply they would like to engage.



How would you like to be involved in developing career pathways at the state and local level?

What we heard from employers:

1. Desire to Contribute	2. Varying Levels of Commitment
<ul style="list-style-type: none">• Widespread Interest in Involvement – Approximately 85% of respondents expressed interest in involvement or were already involved in the development of career pathways. It is clear that across industries and geographies, the cultivation of a strong worker pipeline is a primary concern for employers, and they want a role in building it.	<ul style="list-style-type: none">• Dearth of Depth – Many employers said that deep, sustained work-based learning is integral to effective CTE, yet roughly a mere 10% of respondents expressed willingness to offer internships or apprenticeships.*• Awareness + Advising – The most frequently shared employer preference for involvement was building the profile of trades and technical careers by offering windows into industry and information on compensation. Employers suggested accomplishing this via a variety of one-time activities like field trips to workplaces and employer visits to schools. Many employers are also interested in serving in an advisory capacity through local workforce boards and other councils to help align industry and education.



Future Involvement: Employers in Their Own Words

The following illustrative quotes highlight the relevant themes:

“We can contribute by **speaking to students, community members, and groups** about the opportunities and providing a window into manufacturing and the skilled needs. Also, we can connect our leadership with local institutions to **develop and implement training programs that align with our true needs.**”
- *Manufacturing Employer, Nashville*

“We have been part of discussions of curriculum and position requirements, to **giving educators and students tours**, and being involved in strategic plans for school districts.” - *Manufacturing Employer, Danville*

“We are already involved with our local high school. **We work together and offer internships.** Some of our skills cannot be learned strictly from books but rather hands-on training.”
- *Manufacturing Employer, Wheeling*

“I would be glad to be a **resource to explain what we need in a future employee.** We may be interested in hosting an apprenticeship program that is coordinated with the college.”
- *Agriculture Employer, Sullivan*

“I would like to serve on an advisory board and/or to work and partner with local high school teachers and parents to help **educate them on what employers are looking for in candidates**, and most importantly how they can best help facilitate their children to meet the demands.”
- *Manufacturing Employer, Crystal Lake*



Additional Findings

Although not as prevalent as our key findings, there are additional topics that warrant attention.

Employers' Role in Building the Pipeline

While not one of the most frequently voiced views, there was a small but vocal cadre of participants who shared the sentiment that employers need to be more self-reflective and commit deeply, work collaboratively, and be conscious of the the barriers they create. The following bullets summarize these sentiments:

- **Step Up and Open Doors** – A higher education employer said, *“Businesses need to be more open to taking students on in shadowing, internships, and professional practice settings. Too many businesses won't allow students in, don't allow them to do anything hands-on, or claim they are too busy to take students.”*
- **Own the Work and Be Collaborative** – A common refrain in employer input was, “Schools need to...” A manufacturing employer offered an alternative perspective, saying, *“We would be willing to invite young adults into our facility for class or school tours, speak at career nights at the high schools, or offer internship opportunities, job shadows or cooperative work opportunities, etc. The possibilities are endless and until employers stop complaining about the lack of workforce and do something about it, they will not see the movement.”*
- **Break Down Policy Barriers** – Some employers maintain HR policies that are barriers to both attracting the best candidates and equitable hiring. A healthcare employer explains, *“Employers are among the biggest barriers to success relative to policies and procedures. We need to ask ourselves what we may be doing to limit success. For example, convictions is more of an issue in healthcare. We have so many people in the community who need a job, but if they have a criminal conviction, they can't work in any of our facilities.”*



Additional Findings, Cont'd

Workforce Development Leader Input

During Phase I of this project, 8 workforce development leaders* attended facilitated input sessions at sites around Illinois. This group included school administrators, economic development executives, and government staff. These participants have extensive experience with CTE and they shared valuable insights, most of which closely overlap with employer input. The following are prevalent themes from workforce development leaders that are distinct from employer findings:

- **CTE program design should be developmentally appropriate.** We often ask students to make singular (and what are perceived to be lifelong) career choices at ages when they are not yet ready, both as a function of human development and limited exposure to options.
- **Core academic skills are critical.** Many students are unable to enter certain postsecondary programs because they lack the basic math and literacy skills to pass entry exams or succeed once enrolled.
- **Equity in CTE demands a holistic approach to student development.** Students are more likely to succeed when their basic needs are met. For example, if a student lacks reliable transportation or stable housing, it is incredibly difficult for them to take advantage of internships.
- **Employers are inundated with requests** from education institutions and workforce development entities. Because the sector is fragmented, employers may perceive this outreach to be disorganized and ineffective. Further, schools and workforce development organizations often ask employers about immediate job openings for students, which is short-term transactional engagement rather than an invitation to a long-term, reciprocal partnership.
- Both employers and educators value the **development of soft skills, but there needs to be a common definition** of what the term means. Without that shared understanding, they often approach the work with divergent purposes. There is also a lack of clarity on whether it is the role of educators or employers to support students in building these skills.

IV. Conclusions

Leading Recommendations

Additional Recommendations

Leading Recommendations

Leading recommendations are the project's primary findings. These are the ideas for strengthening CTE that employers most frequently and clearly raised in their input.

- **Forge relationships between employers and education institutions** that are grounded in shared purpose, mutual commitment, and a willingness to be vulnerable. Authentic relationships between education and industry are foundational to both localized career pathways and system-level coordination.
- **Raise the profile of skilled trades and technical careers.** Employers believe that these pathways are stigmatized and often considered less desirable than a four-year degree, to the detriment of both students and employers. A key element of these efforts is crafting a contemporary image of CTE as a high-tech space that offers family-sustaining careers.
- **Expand work-based learning opportunities.** This serves the dual purpose of (1) giving students more exposure to career options and fostering their interest in high-demand, high-pay, high-growth sectors and (2) enabling students to develop a valuable combination of soft skills and technical skills.
- **Prioritize the development of students' soft skills,** including communication, interpersonal connection, adaptability to new cultures and expectations, and basic professionalism. The extent to which students are proficient in these areas is a strong predictor of their success in the workplace, yet employers reported recent graduates are often unprepared.
- **Capitalize on employers' desire to contribute** to the development of a robust array of career pathways. Approximately 85% of respondents expressed interest in involvement or were already involved in the development of career pathways.

Additional Recommendations

Although less frequently voiced than leading recommendations, these additional recommendations reflect other views commonly expressed by employers. Some address next steps or additional details that flow from leading recommendations.

- Affirm the idea that **postsecondary education and CTE are complementary and should be integrated**. Many employers report that candidates with a postsecondary certificate or degree tend to be better prepared in terms of both technical and soft skills.
- **Support educators to be effective CTE champions**. To prepare students for post-graduate success, advisors need up-to-date and accurate information on a breadth of career pathways, and instructors must be well versed in current industry standards and practices. A component of this professional development is ensuring that educators have significant exposure to workplaces.
- **Assess school performance based on career outcomes**, not just college outcomes. School practices and programs are shaped, in part, by system-level priorities. Currently, employers perceive there is an emphasis on four-year college enrollment to the exclusion of other career pathways.
- **Cultivate a sense of shared responsibility among employers**. As long as business and industry sees its role as telling education what to do, it will be highly challenging to forge the reciprocal relationships and trust that are key building blocks for coordination.

Project Consultants + Report Authors: Simon Moore + Laurel Foglia

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Bill Status of HR0371 101st General Assembly**Short Description:** PERKINS PLAN-WIOA**House Sponsors**Rep. [Fred Crespo](#) - [Kelly M. Burke](#) - [Katie Stuart](#) - [Mark Batinick](#) - [Maurice A. West, II](#) and [Elizabeth Hernandez](#)**Last Action**

Date	Chamber	Action
6/1/2019	House	Resolution Adopted as Amended

Synopsis As Introduced

Encourages the Illinois State Board of Education, the Illinois Community College Board, and the Department of Commerce and Economic Opportunity to work collaboratively with each other and with school districts, community colleges, business and industry, and other organizations to ensure alignment among the Perkins and WIOA plans and priority occupational areas. Directs the ISBE, ICCB, and DCEO to report to the General Assembly and the P-20 Council on how the State's draft versions of the Perkins and WIOA plans address the foregoing recommendations.

House Floor Amendment No. 2

Deletes everything. Replaces it with similar language encouraging ISBE and ICCB to include within the State's Perkins Plan certain components. Directs the ISBE, ICCB, and the IWIB to work collaboratively to ensure alignment among Perkins and WIOA plans. Directs the ISBE, ICCB, and IWIB to report to the General Assembly and the P-20 Council on how the State's draft versions of the Perkins and WIOA plans address the foregoing recommendations.

Actions

Date	Chamber	Action
5/9/2019	House	Filed with the Clerk by Rep. Fred Crespo
5/14/2019	House	Added Chief Co-Sponsor Rep. Kelly M. Burke
5/14/2019	House	Referred to Rules Committee
5/23/2019	House	Assigned to Higher Education Committee
5/23/2019	House	Motion Filed to Suspend Rule 21 Higher Education Committee ; Rep. Natalie A. Manley
5/23/2019	House	Motion to Suspend Rule 21 - Prevalled
5/24/2019	House	Recommends Be Adopted Higher Education Committee ; 015-000-000
5/24/2019	House	Placed on Calendar Order of Resolutions
5/26/2019	House	Added Chief Co-Sponsor Rep. Katie Stuart
5/28/2019	House	House Floor Amendment No. 1 Filed with Clerk by Rep. Fred Crespo
5/28/2019	House	House Floor Amendment No. 1 Referred to Rules Committee
5/29/2019	House	Added Chief Co-Sponsor Rep. Mark Batinick
5/29/2019	House	Added Co-Sponsor Rep. Elizabeth Hernandez
5/29/2019	House	House Floor Amendment No. 1 Rules Refers to Higher Education Committee
5/29/2019	House	House Floor Amendment No. 2 Filed with Clerk by Rep. Fred Crespo
5/29/2019	House	House Floor Amendment No. 2 Referred to Rules Committee
5/30/2019	House	House Floor Amendment No. 2 Recommends Be Adopted Rules Committee ; 004-000-000
6/1/2019	House	House Floor Amendment No. 2 Adopted

6/1/2019	House	Resolution Adopted as Amended
6/1/2019	House	House Floor Amendment No. 1 Tabled Pursuant to Rule 40
6/1/2019	House	Added Chief Co-Sponsor Rep. Maurice A. West, II

Career and Technical Education Perkins V Email Feedback (Draft 1)

Summary

The education community and stakeholders were invited to provide feedback on Illinois's Perkins V State Plan's first draft by submitting emails to ISBE at perkins@isbe.net. Over a fifteen-month period spanning from October 2018 to December 2019, 144 separate emails were received to provide comments and feedback on the draft. Of these emails, 46 were sent by Secondary CTE Instructors, 38 by EFE Directors, 15 by Superintendents, four by Assistant Superintendents, nine by Secondary School Administrators, six by Secondary School Counselors, three by Area Career Center Administrators, four from educational-related non-profit organizations, two from the business community and one from a charter school management organization. Additionally, feedback was received from leadership and/or representatives of the P-20 Council, Illinois Association for Career and Technical Education, Illinois Education Association, Illinois Federation of Teachers, and the Illinois Family and Consumer Sciences Teachers Association.

Major themes in the feedback provided through email included: fiscal concerns such as the Secondary and Postsecondary Perkins funding split and allowable expenses; questions and concerns about Programs of Study and the approval process; CTE educator licensing requirements; and areas requiring additional guidance and training from ISBE.

Fiscal

Secondary and Postsecondary Split

Of the 144 emails, 75 support either maintaining the current funding split or increasing the split to further benefit secondary CTE programs. Stakeholders cited various justifications for this position including: there are non-collegebound students that need to be prepared to enter the workforce immediately following secondary completion; secondary schools need to be building a pipeline for CTE programs including expanding programming to prior-to-secondary students; and data supporting the ratio of CTE concentrators in FY18 at the secondary level (238,000 students) and at the postsecondary level (131,000)

Allowable Expenses

Of the 144 emails, 37 included questions and comments in favor of including, maintaining, or expanding the maximum allowable expenditures on specific items. The most frequently cited items include: textbooks and e-books for CTE students; funding for Career and Technical Student Organizations (CTSO) participation, activities, and competitions; programming for prior-to-secondary CTE coursework and career exploration; industry-recognized credentials and assessments for students; promotional activities and materials to increase enrollment and awareness in CTE programming; presentation technology that meets industry standards; funding to support dual enrollment costs, including tuition, textbooks, transportation, etc.; and

activities supporting the development and implementation of work-based learning, workplace experiences, internships, and apprenticeships.

Additional Fiscal Suggestion/Concerns

Other fiscal and budgetary suggestions included aligning state goals and spending allowances to the federal goals and spending allowances, providing waivers to exceed maximum allowable expenses for beginning a new program, and allowing schools to earmark unspent funds to place in a reserve for major purchases. Other stakeholders expressed concerns with the decision to increase Perkins V reserve funds to 15%. Several others advocated for allowing Area Career Centers to apply for competitive grants funded by Perkins.

Program of Study

Stakeholders also shared suggestions regarding the development of programs of study that are beneficial to students while also providing the adequate flexibility to school districts to implement successful programs. Several respondents stated the need to introduce new programs and coursework that train for the jobs of the future, ensure competencies in emerging technologies, and provide the requisite computer skills to be successful in today's evolving industries. Another cited concern was the fear that an overreliance on local job market data might lead to some of their high-interest programs being discontinued and wanted to be able to prepare their students to work in not only their community but also throughout Illinois and surrounding states. There were also several comments worried that requiring a program to lead to credentials, include work-based learning, and early college credits would be too arduous for regions and would lead to programs being removed rather than improved.

Additional ideas mentioned include: allowing honors credit for advanced CTE coursework which is already permissible under current rules; increase programming options for prior-to-secondary students to build a pipeline into the secondary-level CTE programs; eliminate the requirement that programs include a Group 1 course; requiring program of study options to be listed on district report cards; and to establish incentives for postsecondary institutions to work with school districts to build out stronger credit transfer opportunities.

CTE Educator Licensing

Feedback regarding CTE licensing demonstrated a desire to reduce barriers that prevent districts from placing effective teachers in the classrooms. Suggestions included: allowing teachers with a Provisional Career and Technical Educator License (ELS-CTEP) to teach students beginning at either 6th or 9th grade.; removing the requirement that a teacher must have 2,000 hours in the industry for each individual program; create a pathway for individuals with an advanced degree in a field but lack the 2,000-hour requirement; and work on developing an educator pipeline through the CTE programs. Others expressed concerns about reducing barriers but would like to see a reduction in barriers for teachers with a Professional Educator License (PEL) that has attained short term approval. Ideas included removing requirements of

industry experience by accepting an industry-recognized credential as a substitute and/or creating externship opportunities.

Additional Training and Guidance

Stakeholders expressed a need for greater clarity and possibly for further training on several items in the plan including: the Local Needs Assessment and the Comprehensive Local Needs Assessment; equipping counselors requisite knowledge and access to review local labor market information; tracking postsecondary outcomes for students after graduation; the program approval process; and proper grant-writing practices including detailed explanations of components, quality indicators, and exemplar activities.

Page Break

Career and Technical Education Perkins V Email Feedback (Draft 2)

Summary

The education community and stakeholders were again invited to provide feedback on the Illinois's Perkins V State Plan for the second draft by submitting emails to ISBE at perkins@isbe.net. Over a three-week period spanning from January 2020 to February 2020, 7 emails were received to provide comments and feedback on the draft. Of these emails, 5 were sent by EFE Directors, one by a Secondary School Administrator, and one from educational-related non-profit organizations

Feedback provided through email included: fiscal concerns such as the Secondary and Postsecondary Perkins funding split and allowable expenses; concerns about the data accountability systems; CTE educator shortage; professional learning opportunities; regional networking and planning events; greater incorporation of afterschool programs; barriers to dual credits; and stackable credentials.

Fiscal

Secondary and Postsecondary Split

Of the 7 emails, one respondent mentioned the need to either maintain the current split or to increase the funding provided to secondary schools.

Allowable Expenses

Of the 7 emails, one included a question to determine if grant recipients will be permitted to use Perkins funding to support facility improvements.

Data Accountability System

Of the 7 emails, two respondents stated concerns about the accuracy and reliability. One respondent identified the need to establish data sharing agreements at the state and federal levels so that data reflects all postsecondary outcomes rather than just higher education. Additionally, another respondent expressed concerns about the change in the definition of a CTE concentrator due to the limitations of rural districts to offer higher level courses.

CTE Educator Shortage

Of the 7 emails, one recommended steps to address the CTE teacher shortage, including developing 2+2 partnerships between community colleges and universities with the first two years focused on CTE content and community colleges and then an additional two years completed online with a university with an education and pedagogical focus. Additionally, the respondent recommends changing the Short-Term Approval rules so that once short-term approval is granted by passing the content exam, the teacher can become permanently credentialed by completing work hours in the industry through externships and professional development related to the program of study.

Professional Learning Opportunities

Of the 7 emails, one expressed the need for EFE directors to be involved in the development and implementation of all professional development plans in relation to the Perkins Plan and suggested the EFE Directors could additionally coordinate in order to meet regional professional development needs. Additionally, professional development opportunities should be scheduled in coordination with regional calendars and holidays.

Regional Networking and Planning Events

Of the 7 emails, one expressed concerns about grant dollars being diverted from local recipients to outside organizations that might be performing duplicative efforts rather than supporting the work that EFEs and community colleges are already conducting in the form advisory committees, joint team-based challenges, program of study review, and collaboration on existing local and regional committees.

Afterschool Programs

Of the 7 emails, one respondent recommended that afterschool programs be better represented in the Perkins V state plan to support in providing adult education, closing equity gaps, expand career exploration, support communication and outreach to special populations, and develop employability skills. To support this collaboration, the respondent recommends incorporation after-school programs into RFPs and promoting partnerships between afterschool programs and districts with use of local funds.

Barriers to Dual Credit Opportunities

Of the 7 emails, one respondent pointed out the barriers that exist to offering dual credit opportunities such as teacher credentialing, student age restrictions, scheduling conflicts, dual credit fees and textbooks, and lack of additional pay teachers.

Stackable Credentials

Of the 7 emails, one respondent questioned the need for a stackable credential if local employers did not require them and pointed to the barriers of cost and training needed in incorporating these credentials.

GO feedback perkins V plan

Size, scope and quality definitions- we are eager to see how incorporating stakeholder feedback changes the established definitions. For the definition of quality, not sure if we need to further specify that is meant by “current technology and equipment”. Quality also makes no mention of requiring instructors to be qualified.

We’d like to review the current workforce equity targets

We will want to see the tools and documents aimed at assisting local recipients in boosting equity and access for special populations

How can we ensure that we are leveraging the data collected in the CLNA’s to the advantage of the state in monitoring CTE program outcomes and hold local entities accountable? Would be interested in having ISBE CTE team meet with Ben Boer to see how we can strategically employ program data

Some small concerns about local capacity to write effective and accurate CLNAs without technical assistance

Some general concerns/lack of clarity around CTE educator recruitment and preparation pathways. Do the new DCQA recommendations make it more difficult to find qualified CTE teachers at the secondary level? Are we working to build more pathways for career changers with CTE experience?

The section detailing the accommodations for special populations was built out very nicely. We would like to run the recommendations for individuals with disabilities past the Illinois Council for the Education of Children with Disabilities for feedback.

More information about creating accountability structures for EFEs

On page 6 in the guiding principles, we’d like to add “fosters inclusivity” to number 8.

We would like to review the communications strategies that the communications subcommittee is offering for public engagement advice to local recipients

Would like further clarification about whether Perkins funding is flowing to state correctional facilities and to the Department of Juvenile Justice’s school district

Under “Other State leadership Activities” we are eager to learn more about which existing policies or structures are barriers to expanding WBL or other career-connected learning experiences, including apprenticeships. Are there levers this office is not wielding that would make a big difference?

General confusion around the definitions of equity being put forth. If local recipients fail to meet equity benchmarks, what recourse do students and the state have? What does it mean for a program of study to “serve all learners equitably”?

DRAFT 11/12/19

**P-20 Council College and Career Readiness Committee
Subcommittee on the State of Illinois Perkins V Plan**

Interim Subcommittee Recommendations

November 11, 2019

(Track changes and comments are based on Subcommittee feedback on
November 8, 2019)

Introduction

On June 1, 2019, the Illinois House of Representatives adopted House Resolution (HR) 371. HR 371 calls on ISBE and ICCB to engage with the P-20 Council in the Perkins V planning process and directs the P-20 Council to review the State’s draft Perkins plan and make recommendations for strengthening it.

A core focus area of the College and Career Readiness (CCR) Committee of the P-20 Council is to address alignment and implementation support across state policies and initiatives, including the ESSA College and Career Readiness Indicator, the Postsecondary and Workforce Readiness Act, the State’s Perkins V and WIOA plans, the State’s Career Pathways Dictionary, the Dual Credit Quality Act, and additional areas as they emerge. Given this focus and the charge to the P-20 Council under HR 371, the CCR Committee formed a new Subcommittee on the State of Illinois Perkins V State Plan (the “CCR Perkins V Subcommittee”) that included various members of the Committee as well as other stakeholders across the secondary, postsecondary, and workforce spectrum.

Since its formation in August 2019, the CCR Perkins V Subcommittee has met four times: twice via webinar, once during an extended in-person working session, and additionally through a joint meeting with the CCR Steering Committee. This document reflects the interim recommendations of the Subcommittee as of November 11, 2019. The Subcommittee is providing the recommendations to ISBE and ICCB at this time to support the agencies in their drafting of the next version of the Perkins V plan. These recommendations address the following areas that have been considered by the Subcommittee to date:

- I. Draft Vision and Mission (p. 3)
- II. Proposed Edits to Goals (pp. 4-7)
- III. Proposed Revisions to Quality Criteria (p. 8; attachment)
- IV. Proposed Definitions for Quality Criteria (pp. 9 – 13)
- V. Perkins Reserve: Proposed Strategies (pp. 14-15)
- VI. Proposed New Teacher Externship Program (pp. 16-17)

The Subcommittee will continue to develop recommendations for other aspects of the State’s Perkins V plan, and respond to the next draft of the plan issued by ISBE and ICCB.

I. Proposed Draft Vision and Mission

Blue Text: Language from draft Perkins V plan issued by ISBE and ICCB

Highlighted Text: Proposed new language recommended by Subcommittee

Non-highlighted Text: Summary of Subcommittee discussion

DRAFT Strategic Vision for Illinois CTE

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

SUMMARY OF WORKGROUP FEEDBACK from 9/23/19 Subcommittee Workshop Session

Participants felt that both renditions of the vision statement were too lengthy and needed to make clear the ultimate goal of the work. Further emphasis on business role was recommended, as well as emphasizing the supports being provided to students and their families to ensure greater equity could be achieved in the system. Participants felt strongly that centering student interest and experiences should be a priority in the vision statement.

Recommended Draft Vision & Mission:

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

Mission: Illinois' Career and Technical Education system will promote success for students, as well as economic growth for the community and State, by fostering college and career pathways that:

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

II. Proposed Edits to Goals

Blue Text: Language from draft Perkins V plan issued by ISBE and ICCB

Highlighted Text: Proposed new language recommended by Subcommittee

Non-highlighted Text: Summary of Subcommittee discussion

SUMMARY OF OVERALL FEEDBACK ON GOALS

The workgroup acknowledged and affirmed the prior recommendation of the CCR Committee to add a goal specific to work-based learning. (A proposed work-based learning goal is included in these recommendations as a new Goal 6.) Workgroup members emphasized the importance of naming areas of alignment with other policy windows (e.g. ESSA, WIOA, etc) throughout the goals. Further, they identified a need to clearly articulate the “current state” for each goal, as well as to clearly articulate a measurable and ambitious goal. Workgroup members also identified a need to specifically identify equity implications in each goal area.

Goal 1 - Increase Postsecondary and Industry-Recognized Credential Achievement: Illinois aims to increase the number of individuals who obtain a postsecondary certificate, degree, or industry-recognized credential. Industry-recognized credentials such as certifications may be embedded in the postsecondary certificate or degree. This goal aligns with Illinois’ 60 by 2025 postsecondary attainment goal and can help to meet the needs of employers by narrowing the skills gap.

Proposed Revision

Goal 1 – Increase Postsecondary and Industry-Recognized Credential Achievement: Illinois aims to increase the number of individuals who obtain a postsecondary certificate, degree, or industry-recognized credential to 60% of adults 2025. Currently, 51.2% of Illinois adults hold a postsecondary degree or credential, and attainment rates are lower across a number of special populations as identified in this plan. Through integrating strategic and high-value credentials in high-demand fields throughout the CTE pathways in secondary and postsecondary, our CTE system can advance equitable postsecondary attainment and can help to meet the needs of employers by narrowing the skills gap.

SUMMARY – GOAL 1 FEEDBACK

Workgroup members asked a number of questions about which certificates/credentials should count toward this goal, pointing to challenges in tracking which credentials are obtainable by high school students and which truly hold market value with employers. Several members were interested in knowing if State partners were planning (or willing) to curate and provide a list of which credentials should be targeted and/or are counted toward this goal, as is done in other states. Overall, the group identified a need for greater specificity in this goal. Workgroup members provided the following recommendations:

- *Proposed “current state” metric:* levels of postsecondary attainment, acknowledging differences across racial subgroups and special populations
- Identify the 60% postsecondary attainment goal at the outset instead of “burying the lede”
- Include alignment to State work around high-demand occupations
- Include language around quality and/or accreditation

Goal 2 – Enhance Career Pathway Opportunities: Illinois aims to expand career pathway opportunities with multiple entry and exit points, allowing for accelerated completion and emphasis on innovation in work-based learning to increase participation. Essential to this aim is aligning integrated programs of study

that lead to enhanced employability skills, attainment of industry-recognized credentials, and improved employment and earning potential.

Proposed Revision

Goal 2 – Enhance Career Pathway Opportunities: Illinois aims to strengthen an aligned college and career pathway system that includes on- and off-ramps along the pathway to progressively advance through higher levels of education, training, and employment success. 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.

SUMMARY – GOAL 2 FEEDBACK

Workgroup members felt strongly that this goal needed several additions to clarify what we mean when it comes to pathways. This goal needs additional specificity, and clarity between different frameworks that are potentially being alluded to (i.e. the Essential Employability Skills framework vs. PWR competencies)

- Change term to “college and career pathways” to emphasize CTE as a pathway to a number of postsecondary education, training, and workforce opportunities
- Identify points of alignment to policy frameworks such as the unified definition for career pathways, the PWR Act (especially the essential and employability competencies developed in collaboration with employers)
- Emphasize that college and career pathways are a systemic approach, and that all elements should be contextualized and aligned
- Explain “multiple entry and exit points” – “including on- and off-ramps along the pathway to progressively advance through higher levels of education, training, and employment success.”
- Recognize the role of employers in co-creating college and career pathway system elements

Goal 3 – Increase Early College Credit Opportunities: Illinois aims to expand early college opportunities through CTE dual credit courses strategically embedded into a comprehensive secondary to postsecondary college and career pathway model. ISBE and ICCB are jointly committed to expanding access to quality dual credit coursework in order to reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations. Dual credit is an essential component of providing seamless transitions between secondary and postsecondary institutions.

Proposed Revision:

Goal 3 – Increase Early College Credit Opportunities: In AY2018-19, 187,719 Illinois students enrolled in at least one Early College Credit course, with different rates of participation for various special populations as outlined in this plan. Illinois aims to embed strategic early college credit opportunities into its comprehensive college and career pathway 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. In order to achieve this goal, ISBE and ICCB will support districts and colleges to leverage the Dual Credit Quality Act’s policy frameworks to identify high-value dual credit coursework opportunities aligned with in-demand occupational pathways and address dual credit instructor qualifications to ensure these courses can be offered.

SUMMARY – GOAL 3 FEEDBACK

Workgroup members emphasized the importance of this goal area being strategic in how early college credit opportunities are developed and offered. Early college credit should not simply be for the sake of early college credit, but in service both of seamless transitions between secondary/postsecondary as well as accelerated time to completion for students upon entering postsecondary education. The workgroup also emphasized the importance of addressing dual credit instructor qualification barriers in order to systemically scale early college credit. Specific points of feedback include:

- *Proposed “current state” metric:* rates of early college credit participation, noting differences for racial subgroups and special populations
- Emphasize strategic early college credit to smooth transitions *and* shorten time-to-completion and reduce costs upon entering postsecondary
- Emphasize strategic early college credit in the context of the CTE pathway of a student’s choosing
- Replace “access” with “participation in”
- Name policy levers to capitalize on in service of this goal, including the Dual Credit Quality Act’s Model Partnership agreement

Goal 4 – Increase Responsiveness to Communities’ Workforce Needs: Illinois CTE strives to become more responsive to local, regional, and state labor market needs. To this aim, ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and emerging high skill, high wage, or in-demand sectors and non-traditional fields. Illinois CTE will focus on priority technical and employability competencies in high skill, high wage, in-demand occupations across all clusters. Without limiting student choice, emphasis must also be placed on key sectors that are the engine of economic growth for the state and local communities.

Proposed Revision:

Goal 4 – Increase Responsiveness to Communities’ Workforce Needs: Illinois CTE strives to become more responsive to local, regional, and state labor market needs based on labor market information and employer input. To this aim, ISBE and ICCB will prioritize strategies and CTE programming that have a central focus on current and future in-demand sectors. Illinois CTE will develop Essential and Technical Employability Competencies in high-skill, high-wage, in-demand occupations across all clusters. Illinois CTE will embed college and career advising and a continuum of work-based learning to empower students with the labor market information and skills development to inform their college and career decisions.

SUMMARY – GOAL 4 FEEDBACK

Workgroup members acknowledge that responsiveness to workforce needs is a critical component of CTE work but identified a need for centering student choice in this goal area as well. This goal should represent the need for system-wide collaboration and alignment at both local and statewide levels.

- *Proposed “current state” metric:* identify key sectors of growth across Illinois
- Include language around employer engagement in identifying areas of need, as well as delivering key opportunities such as work-based learning
- Name PWR competencies and/or Essential Employability Skills frameworks
- Reduce repetition of terminology about occupations
- Emphasize student choice by re-framing – instead of “without limiting student choice”, consider language that highlights how counselors/navigators can support students to explore their interest in a contextualized way using labor market information
- Name the relevant State agencies that are identifying current/emerging occupations and sectors of growth

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

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

Proposed Revision:

Goal 5 – Ensuring Each and Every CTE Student is Educated by Highly Qualified and Effective Educators: INSERT "CURRENT STATE" METRIC ON CTE TEACHER SHORTAGE. Illinois aims to recruit and retain highly qualified teachers for every CTE classroom and pathway through coordinated recruitment activities and providing needs-based professional learning opportunities for faculty and staff of CTE programs. Increased coordination among and between the following agencies and stakeholders is necessary to achieve this goal: ISBE, ICCB, IBHE, teacher preparation programs, IACTE, CTE teachers' associations, and the IWIB. Essential to this will be reviewing and modifying credentialing requirements to open access to qualified individuals who currently are experiencing artificial barriers to entry into teaching, including current and retired industry professionals, as well as developing systems for ongoing professional development for CTE instructors.

SUMMARY – GOAL 5 FEEDBACK

The workgroup strongly emphasized the importance of this goal – without grappling with system-wide teacher shortages, as well as systemic barriers for hiring CTE educators, delivering an effective CTE system will not be possible. While the 9/23 session largely focused on other areas of the draft Plan, workgroup members expressed strong concern about CTE teacher pipeline issues. Specific feedback points include:

- *Proposed "current state" metric:* current CTE teacher shortages
- Identify the need for integrating industry professionals, including retired professionals, in relevant fields in order to enable truly contextualized learning
- Address the need for reviewing and modifying credentialing requirements to open access to qualified individuals who currently are experiencing artificial barriers to entry into teaching
- Include language about ongoing professional development and support for CTE instructors

Proposed New Goal:

Goal 6: Ensuring All CTE Students Experience Work-Based Learning: Illinois CTE seeks to develop all students' college and career readiness through an aligned continuum of work-based learning experiences throughout their Programs of Study. Illinois CTE will support secondary and postsecondary institutions to develop and scale models of high-quality work-based learning across the continuum, from career exposure and exploration to career development. These experiences, deployed strategically across Programs of Study, will develop students' Essential and Technical employability competencies. All CTE participants will participate in at least one type of work-based learning, and ideally all students can access high-quality models of intensive Career Development Experiences such as internships or even apprenticeship models, to progressively develop these competencies and provide valuable experiences for career pathway decision-making.

III. Perkins V Quality Criteria – Proposed Revisions

The CCR Subcommittee recommends the below changes to ISBE's and ICCB's draft Quality Criteria, as presented by ISBE and ICCB during their Perkins V stakeholder engagement workshops:

SEE ATTACHED DOCUMENT WITH TRACK CHANGES.

IV. Perkins V Quality Criteria – Proposed Definitions

Definitions in *Blue Italics* are included in the [State of Illinois Career Pathways Dictionary](#)

Apprenticeship: An employer-driven, “learn while you earn” model that combines structured on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards and leading to an industry credential. The OJT is provided by the employer, who hires the apprentice at the commencement of the program and pays the participant during the program.

Career Development Experience: A supervised work experience relating to an individual’s career area of interest that:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework; and
5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool.
6. Takes place for a minimum of 60 total hours.

Career Exploration: An activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers, for the purpose of gaining knowledge of one or more industry sectors or occupations.

CTE Continuous Improvement Process: The process by which the district and college, in collaboration with their Joint Advisory Committee, industry, student, and community stakeholders, review the performance of each POS and identify strategies and action steps to address inadequacies of the POS. This process will serve to assess if the POS is functioning at the State-determined levels of performance (including an assessment of equity implications) using tools such as Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, and other course or program evaluation methods that assess the levels of performance in a disaggregated fashion.

CTSO: A Career and Technical Student Organization that is recognized by the National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO). [*Unsure of whether this is an appropriate requirement - does ISBE have an existing definition?*]

Equity Gaps: The disparities between special populations¹ and the appropriate comparison population in the areas of enrollment, persistence, performance, and success. In exploring and addressing these gaps, administrators are expected to explore differences in opportunity, treatment, and access to educational resources and advantages within schools and colleges. These disparities may include, but are limited to:

¹ 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.

1. Enrollment: Differences in total student enrollment vs. CTE enrollment between segments of the population by special population demographics (i.e. disproportionate representation of certain groups in CTE compared to overall student population). Also differences between special populations and other CTE students across CTE Programs of Study (i.e. disproportionate representation of special populations in particular CTE Programs of Study).
2. Persistence: Percentage point differences between special populations and other CTE students in persisting through CTE Programs of Study.
3. Performance: Percentage point differences both between CTE special populations and comparison groups in the general student body, as well as percentage point differences between special populations and other CTE students in academic performance and outcomes (e.g. dual credit attainment, GPA, graduation rates, etc).
4. Success: Percentage point differences both between CTE special populations and comparison groups in the general student body, as well as percentage point differences between special populations and other CTE students in Program of Study Completion and graduation and/or credential attainment rates.

Resources:

- OCCRL Brief on [Equity in CTE](#)
- NAPE highlights on [equity provisions in Perkins V](#)
 - NAPE resource on [Micromessages impacting CTE](#)
 - NAPE [PIPE analysis](#)
 - NAPE [Root Cause tool](#)
- Colorado: [Building Trust/CTE Equity](#)
- New Mexico: [Equity Gap slides](#)

High Priority Occupation: An occupational area that, through state and regional quantitative and qualitative analysis, is determined to meet the following criteria:

1. The occupation is high skill, meaning that the typical education level needed for entry is postsecondary nondegree award or higher (using the U.S. Bureau of Labor Statistics measures of education and training).
2. The occupation is high wage, meaning that it meets at least one of the following wage criteria:
 - a) The occupation pays a family-supporting wage (meaning a living wage for one adult and one child, using the MIT Living Wage Calculator), both for entry-level employment and over the course of a career; or
 - b) While the occupation does not pay a family-supporting wage, it is a springboard occupation, meaning that it is a necessary prerequisite position for advancing to an occupation with more responsibility that pays a family-sustaining wage.
3. The occupation is high demand, meaning that it meets at least one of the following demand criteria:
 - a) The occupation is undersupplied, meaning that projected job openings through the current IDES projection period are in excess of current projected supply from educational institutions; or

- b) The occupation addresses a major local employer need identified through the Joint Advisory Committee.

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

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

Joint Advisory Committee: A regional advisory committee for both the secondary and postsecondary components of a Program of Study that includes multiple employers within a cluster or related cluster grouping, representing small, mid-size, and large employers and a variety of occupations in the field; that regularly engages with administrators, high school teachers, and postsecondary faculty responsible for POS implementation; and that includes processes for ongoing review of the Committee's membership and effectiveness.

Multiple Entry and Exit Points: On- and off-ramps of sequential course offerings and programming along the POS that facilitate efficient transitions, incorporate credentials as appropriate, and enable students to progressively advance through higher levels of education, training, and employment success. Entry points should enable students of all backgrounds, including special populations, to successfully enter into the pathway. Exit points should be at successively higher levels leading to self- or family-supporting employment and aligned with subsequent entry points.

Resources:

- CLASP Alliance for Quality Career Pathways [Section II](#)
- Illinois State [Career Pathways Dictionary](#)

Quality Orientation: Instruction that provides students with a broad understanding of a cluster or related cluster grouping, including:

1. an exploration of a diversity of career opportunities in the area;
2. a foundation of Technical and Essential Employability Competencies; and
3. an understanding of the Program of Study options, core components, and expectations at the secondary and postsecondary levels.

Stackable Credential: A credential that is 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 jobs with more responsibility and that are higher-paying.

Resources:

- US-DOL [TEGL 15-10](#)
- CORD [Stackable Credentials Toolkit](#)

Strategic Early College Credit: A course available to a high school student that is both:

- a. *Early college*, meaning a high school student can receive college course credit and includes dual credit courses, dual enrollment courses, International Baccalaureate courses, Advanced Placement courses, and courses with articulated college credit; and
- b. *Strategic for the Program of Study*, meaning that the course provides credit for a foundational 100- or 200-level course for multiple postsecondary credentials leading to High Priority Occupations within that cluster or related cluster grouping.

Student Supports and Interventions: A continuum of coordinated supports, services, and opportunities to target and address students’ academic and non-academic barriers to learning throughout their POS and in preparation for postsecondary and career success. Such services should incorporate:

1. Targeted academic services including tutoring and remedial/transitional instruction in both core and CTE coursework provided throughout the student’s POS as needed.
2. High-quality school and out-of-school-time programs and strategies.
3. Support for a child’s transition from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce.
4. College and career counseling that enables students to make informed decisions about course selection, work-based learning opportunities, and extracurricular activities.
5. Family and community engagement and supports, which may include engaging or supporting families at school or at home.
6. Social, health, nutrition, and mental health services and supports.
7. Juvenile crime prevention and rehabilitation programs.
8. For students with disabilities, services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

Resources:

- [ESSA SEC. 4622](#). “Pipeline Services”
- Child Trends (Dr. Kristin Anderson Moore) [Making The Grade: Assessing the Evidence for integrated student supports](#) (February 2014) “Integrated Student Supports”
- [ISS Policy Toolkit](#), Center for Optimized Student Support
- Perkins legislation language around “Supportive Services”

Team-based Challenge: A group problem-based learning project relating to an individual’s career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.

Technical and Essential Employability Competencies: A combination of learned content and the application of skills and abilities that can be evaluated to demonstrated an individual’s readiness to enter an industry or to pursue further education. Technical competencies relate to specific industry knowledge and skills foundational to High Priority Occupations across a cluster or related cluster grouping, and the ability to apply that learning in a workplace environment. Essential employability competencies are workplace dispositions and attitudes connected to often-performed work tasks and behaviors that are applicable across all industries. The State has established [Recommended Technical](#)

[and Essential Employability Competencies](#) which may be utilized or adapted to meet a particular region's needs and context.

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

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

V. Perkins Reserve: Proposed Strategies

The Subcommittee recommends the utilization of Perkins Reserve funding to incentivize consortia in two broad areas: (i) Rural CTE Consortia, and (ii) Regional Equity Target Initiatives.

I. Rural CTE Consortia: Perkins Reserve should be utilized to support two types of rural CTE consortia initiatives:

1. Establish strategic, career-focused dual credit courses that will be included within a CTE and College and Career Pathway Endorsement instructional course sequence. Example expenditures may include:
 - A. Costs of adjunct Community College faculty for courses delivered across multiple districts
 - B. Video-conferencing and other remote interactive methods to allow delivery of dual credit coursework to multiple districts
 - C. High school teacher graduate coursework or training to qualify them to teach dual credit courses.
2. Capacity for rural consortia to develop and offer Career Development Experiences and Youth Apprenticeships for CTE students. Example expenditures may include:
 - A. Hiring full- or part-time staff to manage CDE/YA intermediary functions
 - B. CTE teacher stipends for support of CDE/YA expansion
 - C. Software expenditures for managing CDE/YA opportunities
 - D. Addressing transportation challenges for access to CDE/YA opportunities

II. Regional Equity Target Initiatives: The Illinois P-20 Council is updating the State's 60 by 2025 goal to include equity-focused targets aimed at closing racial and socio-economic achievement gaps. Perkins Reserve should be utilized to support regional strategies involving a community college and its feeder high schools undertaking coordinated CTE-based strategies to close equity gaps in one or more of the following areas:

1. *Student Readiness for Postsecondary* – this can include:
 - A. Targeted CTE recruitment efforts focused on enrolling students of color and low-income students in high-growth CTE pathways
 - B. Enhanced delivery of strategic early college credit in CTE pathways serving higher proportions of students of color and low-income students
 - C. Targeted student supports for students of color and low-income students enrolled in CTE programs of study leading to Pathway Endorsements
 - D. Cohort models for student support delivery and/or mentorship
2. *Access & Enrollment* – this can include
 - A. Longitudinal analysis of outcomes for CTE special population participants who matriculate to local community college (enrollment, persistence, completion)
 - B. Enhanced postsecondary and career advising services tied to CTE programming and Pathway Endorsements
3. *Affordability & Financial Aid*
 - A. Scholarship programs aimed at supporting special populations obtaining Pathway Endorsements to incentivize enrollment and success

- B. Scholarship awards for special populations obtaining Pathway Endorsements
- C. Enhanced delivery of strategic early college credit in CTE pathways serving higher proportions of students of color and low-income students

These initiatives must involve a specific focus on closing equity gaps, with an emphasis on use of disaggregated data to monitor progress and success of CTE special populations in comparison to the general student population and other CTE students.

Expectations for all Perkins Reserve Funded Projects:

- All recipients of Perkins Reserve funding must provide a local match – both public and private.
- Reserve funding should prioritize district consortia that are in Tier 1 or Tier 2 for their percent of adequacy as determined in the state’s Evidence-Based Funding formula (EBF).
- School districts must implement College and Career Pathway Endorsement systems that incorporate the CTE POS supported through reserve funding.

VI. Teacher Externships to Expand the CTE Teaching Workforce

The Subcommittee recommends that ISBE and ICCB utilize State leadership funds to create a new teacher externship program that qualifies currently licensed teachers to obtain an endorsement to teach in a career and technical education area. The externship program could be utilized for general education teachers seeking to teach CTE for the first time, or existing CTE teachers seeking qualification in a new CTE area.

Teacher externships are work-based experiences where teachers are immersed in the current operational priorities, challenges, and strategies of the host business. Teacher externships support strong programs of study that incorporate alignment with academic standards, academic and CTE integration, and coherent and rigorous content. Externships provide teachers with the opportunity for personal and professional growth, which can increase the retention of teachers. This program will provide districts with the opportunity to develop and expand CTE programs that are in demand. Finally, the externships can enable teachers and districts to form interpersonal networks with industry professionals that can extend to other aspects of the CTE program, such as work-based learning for students.

The new Illinois program should be modeled after the Teacher Bridge Externship program developed by the New Jersey Department of Education. Under the New Jersey program, general education teachers in subjects such as math or science are able to qualify to serve as a CTE teacher upon completing a teacher externship for two consecutive summers and receiving mentoring by an experienced CTE teacher². Businesses provide opportunities for teachers to work for 160 hours per summer. The New Jersey Department of Education pays each teacher a \$2,500 stipend per summer for completing these hours.

The new Illinois program should have the following parameters:

1. The program should target high priority areas where there is a dearth of qualified CTE instructors, including Information Technology, Engineering, Health Sciences, and Finance and Business Services.
2. The program should target general education teachers with an endorsement in a content area relating to the CTE area for which the teacher is seeking a new endorsement.
3. The program should target experienced teachers so that it both serves as a teacher retention strategy, and does not overly compete with the “traditional” routes for CTE licensure.
4. The Illinois program can utilize a similar structure as New Jersey, with 160 hours per summer for two consecutive summers. If acceptable to employers, a portion of the time should permit remote work to better accommodate teachers from around the State.
5. The stipend amount should be established based on an appropriate per diem rate for Illinois teachers, with consideration also given to the salaries of professionals within the externship area.

² The mentoring does not have to be provided by a CTE teacher in the same field in which the teacher is seeking CTE qualification. The purpose of the mentoring is to support the teacher to understand pedagogical practices associated with any CTE classroom, and not the specific technical knowledge of the CTE field.

6. To promote long-term sustainability, there should be an expectation for a local match for the stipend, with a higher level of State reimbursement for districts in Tier 1 or Tier 2 for their percent of adequacy as determined in the state’s Evidence-Based Funding formula (EBF).
7. The program should be structured to provide professional development credit for license renewal and, if possible, graduate credit.
8. The program should only be available for teachers in schools with an existing CTE program of study in any area, with the expectation that the teacher will receive mentoring and support from other CTE educators within the building.
9. School districts participating in the program should consult with their community college partner to identify how the externship can be structured to qualify the teacher to teach dual credit CTE coursework.
10. The externship program should include the following core components:
 - Impart knowledge of career opportunities, organizational issues, hiring trends, and skills required for work in the industry
 - Enable the teacher to conduct informational interviews, shadow employees, and observe various occupations at the worksite
 - Give the teacher the opportunity to make observations and perform tasks that will enhance understanding and skills relating to various occupations
 - Provide an opportunity to observe and experience the implementation of related Technical and Essential Employability Competencies
11. Upon completion of the externship, the teacher should be expected to:
 - Document the implementation of Technical and Essential Employability Competencies observed during the externship
 - Develop at least one lesson plan based on the externship using the Technical and Essential Employability competencies, and share the lesson plan using [Illinois Open Educational Resources \(iOER\)](#)
 - Develop a Career Exploration experience for students
 - Design a Team-based Challenge for students
 - Complete an evaluation for both the district and the employer

State leadership funds should be used for: (i) the cost of the stipend (with expectation of local match); (ii) costs of a program coordinator; (iii) two convenings per year with participating teachers; and (iv) marketing and employer outreach.

The Subcommittee requests that ISBE determine whether any legislative changes are needed to establish this program. Under Section 21B-20 of the School Code, individuals can receive subsequent endorsements on the Professional Educator License as “specified by rule.” (105 ILCS 5/21B-20(1)) This provision may enable the teacher externship program to lead to a new CTE endorsement by administrative rule change, rather than a legislative change.

DRAFT QUALITY CRITERIA – ILLINOIS STATE PERKINS V PLAN
November 12, 2019

Defined Terms: Underlined below in Quality Criteria

Programs of Study (POS) must meet all of the following quality criteria. If not met at the time of initial application, the criterion must be met no later than Year 3 of the plan with specific strategies to address the criterion in Years 1 and 2. However, ISBE or ICCB may provide extensions for additional time if local efforts to address the criterion are being actively pursued. This framework addresses K - 12 and Postsecondary, and applies to both Perkins and State CTEI Funding.

- 1. Development and Engagement.** All POS 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. POS must have ongoing review and support by a Joint Advisory Committee (which may be at the regional level, and may be for multiple POS within a cluster or related cluster grouping). The Joint Advisory Committee must meet, at minimum, on an annual basis to review labor market information from multiple sources; provide input on current industry practices; identify High Priority Occupations within the region and related competencies; consider long-term industry trends and future of work considerations; and participate in the continuous improvement process described in Criterion 9.
- 2. Employer-Informed Competencies:** The POS must align instruction and experiences to a progression of employer-informed Technical and Essential Employability Competencies leading to readiness for employment or further education for High Priority Occupations identified during the engagement process.
- 3. Academic Instruction and Supports:** The POS must include challenging academic instruction and Student Supports and Interventions to improve access and facilitate successful student progressions to and through required coursework and avoid remediation to the extent possible.
- 4. Addressing Equity Gaps:** Districts and colleges must develop and implement plans that commence in middle school and extend through postsecondary to address Equity Gaps in POS access, participation, and completion.
- 5. Instructional Sequence.** POS must provide a non-duplicative, fully articulated sequence of courses from secondary (or earlier) through postsecondary (including four-year transitions where appropriate) that has Multiple Entry and Exit Points and incorporates Stackable Credentials.

Middle School and Secondary: The middle school and secondary POS course sequence must, at minimum:

- In the middle school grades and/or in 9th grade, provide guidance and instruction on the concept of career clusters and support for student selection of one or more clusters of interest
- Include both Quality Orientation and advanced training that develops competencies and skills needed for entry-level employment or further postsecondary education
- Incorporate Strategic Early College Credit and/or training for a Stackable, Industry Credential.

Postsecondary. The postsecondary POS course sequence must, at minimum:

- Connect to area secondary sequences through Strategic Early College Credit
- Focus on access and smooth transitions through programming for adult learners, veterans, returning citizens, and other targeted populations.
- Be sequenced in a non-duplicative, logical order that allows students to build their knowledge and skills as they progress through the program.
- Must culminate in a postsecondary degree meeting all program accreditation requirements that includes at least 15 hours of general education courses.
- Within the postsecondary degree sequence, embed Stackable Credentials, contextualize academic and technical content where feasible, and prepare students for any licensing or certification exams required for the occupation.

6. **Work-based Learning:** POS must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:

- Career Exploration
- Team-based Challenges and/or CTSOs
- Career Development Experiences (provided that the POS does not need to include all 60 hours necessary for CCRI or Pathway Endorsement purposes), Youth Apprenticeships, and/or Apprenticeships, with opportunities for such experiences available by Year 3 for a substantial number of POS participants

7. **Instructors:** Instructors within POS are qualified, collaborate with industry professionals, and are provided opportunities for comprehensive professional learning.

8. **Facilities and Equipment:** POS are offered in appropriate and accessible facilities using industry standard technology and equipment.

9. **Continuous Improvement:** The district and college have a CTE Continuous Improvement Process that continuously evaluates and improves the POS in collaboration with those stakeholders and the Joint Advisory Committee described in Criterion 1.



Illinois P-20 Council College & Career Readiness Committee
Co-Chairs: Beth Swanson & John Rico

February 29, 2020

State Superintendent Dr. Carmen Ayala
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Executive Director Dr. Brian Durham
Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701

Re: Recommendations on the State of Illinois Perkins V Plan

Dear Drs. Ayala and Durham,

On behalf of the Illinois P-20 Council, we are pleased to submit these recommendations to you on the State of Illinois Perkins V Plan. We serve as the Co-Chairs of the P-20 Council's College and Career Readiness (CCR) Committee, which the P-20 Council has designated to submit recommendations on behalf of the Council under House Resolution 371.

A core focus area of the College and Career Readiness (CCR) Committee of the P-20 Council is to address and support alignment and implementation across State policies and initiatives pertaining to college and career readiness, including: the Every Student Succeeds Act (ESSA) State Plan, the Postsecondary and Workforce Readiness (PWR) Act, the State's Perkins V and Workforce Innovation and Opportunity Act (WIOA) plans, the Dual Credit Quality Act, and additional areas as they emerge. The CCR Committee played an integral role in the development and adoption of the Illinois State Career Pathways Dictionary in 2018, which serves as an exemplar of alignment across these vital State policy areas.

Given this focus and the charge to the P-20 Council under House Resolution 371, the CCR Committee formed a Subcommittee on the State of Illinois Perkins V State Plan that included various members of the Committee's diverse member base as well as other stakeholders across the secondary, postsecondary, and workforce spectrum. Since its formation in August 2019, this Subcommittee met five times to review drafts of the State's Perkins V Plan and develop recommendations. Preliminary recommendations of the Subcommittee were presented to the full P-20 Council on February 7, 2020, and the full CCR Committee on February 24, 2020. The enclosed recommendations reflect and incorporate the feedback of the Council and the full Committee.

Generally, we strongly support the new Perkins V Plan, and believe it will truly strengthen the State's career and technical education system. Both ISBE and ICCB were responsive to the preliminary recommendations of the Subcommittee in various drafts of the Plan, and we deeply appreciate their ongoing responsiveness and partnership.

The opportunity to once again comprehensively revisit our State's Perkins Plan may not come for another decade (or longer). As such, the State should make every effort to strengthen the Plan to the fullest extent possible. We believe that if the Illinois Perkins V Plan is developed in thoughtful alignment to existing State frameworks and priorities and implemented with a strong equity lens, it can serve as a transformative effort that will empower generations of Illinois students with the skills and experiences they need to succeed in the global economy.

With that preface, we provide the following recommendations:

1. Vision Mission and Goals

The CCR Committee supports the Plan's vision, mission, goals, and equity tenet, and encourages ISBE and ICCB to use them as a North Star for implementation. In particular, we appreciate the inclusion of a goal specific to expanding quality work-based learning for all students. The CCR Committee advocated for the inclusion of this Goal throughout the Plan development process, as meaningful work-based learning provides students with an opportunity to explore a career area, affirm (or adjust) career decision-making, and build cross-cutting employability skills. Our Committee stands ready to partner with the agencies to support the implementation of high-quality work-based learning in a manner aligned to other State policy frameworks and systems.

2. Quality Criteria

The State's new Quality Criteria for CTE programs of study are a central strength of the new Plan – the nine elements of the Plan's Quality Criteria ensure career and technical education programs address aligned employer-informed competencies, connect across secondary and postsecondary, include robust instructional and work-based learning opportunities, and generally align to other areas of State policy emphasis.

While we support the Quality Criteria, we strongly recommend aligning a few more closely with other State policy goals and frameworks. Criterion #2, Employer-Informed Competencies and Skills, should specifically reference the Recommended Technical and Essential Employability Competencies developed for College and Career Pathway Endorsements of the PWR Act, which were developed and vetted with extensive employer input. Criterion #5, Instructional Sequence, should emphasize student access to dual credit where possible over articulated credit. We also recommend revising Criterion #6, Work-Based Learning, to more closely align with the continuum articulated in the State's Career Pathways Dictionary. This Criterion should: (i) ensure work-based learning occurs at both the secondary and postsecondary levels; (ii) be expanded to incorporate several types of work-based learning included in the State's Career Pathways Dictionary (youth apprenticeships, and supervised agricultural experiences); and (iii) remove references to service learning (which is *not* in alignment to the State Career Pathways Dictionary, as service learning is different in kind from the other experiences).

Finally, and most importantly, we believe these strong Quality Criteria should guide all aspects of Perkins administration, but the current draft of the Plan does not position them as a through-

line for how the Plan is implemented. For example, the Quality Criteria are not referenced or incorporated into the Plan's sections on the program of study approval process, the comprehensive local needs assessment, the local application, the program of study expectations tool, or the program quality review rubric. For the Plan's well-crafted Quality Criteria to be more than jargon in a federal submission, we urge ISBE to ICCB to ensure that they carry through all of the Plan's administrative processes.

3. Alignment to Policy Frameworks

HR 371 specifically encourages ISBE and ICCB to align the plan with the PWR Act, and the Subcommittee provided a series of recommendations to the agencies for further alignment. We truly appreciate the responsiveness that ISBE and ICCB have shown to these recommendations, as well as the efforts of the agencies to align the Plan to other State policy frameworks such as the Dual Credit Quality Act. We encourage a continued focus on alignment as the Plan is implemented.

One important area of alignment is the Plan's shift to the seven College and Career Pathway Endorsement areas as an organizing framework for career areas. While the Committee supports this shift, ISBE and ICCB should remain cognizant of potential transition issues with current program approvals and teacher qualifications and provide flexibility and grandfathering to accommodate this transition. In addition, ISBE must ensure that its "Concentrator" definition provides for sufficient flexibility for course-taking within an Endorsement area and otherwise aligns to the Endorsement framework.

The Postsecondary and Career Expectations (PaCE) and Endorsement framework both provide opportunities for out-of-school providers to complement career-connected learning in the classroom. To that end, the CCR Committee generally supports the [ACT Now Recommendations](#) for fostering improved connections between CTE and out-of-school time learning. The Plan's implementation should take into consideration equity and inclusiveness by incorporating afterschool programs, explicitly sharing how districts can work with community-based organizations as a strategic partner and better promote career exploration.

4. Improving the Pipeline of CTE Educators

The Committee strongly supports the Plan's emphasis on improving the pipeline of CTE educators and the Plan's suggested strategies. We provide the following considerations for the implementation of these strategies:

- We concur that educator preparation pathways in high school should be widely promoted and expanded. However, these programs should align to (1) the College and Career Pathway endorsement framework under the PWR Act as a benchmark of quality, and (2) the expectations in the Scaling Education Pathways in Illinois (SEPI) program to tightly align with teacher preparation programs.
- As ISBE convenes stakeholders to review licensure rules, ISBE must also address its grant funding requirements that can prevent funding for certain early college credit courses. For certain courses, a district may have a teacher qualified to deliver instruction for early college credit, but who does not meet ISBE's CTE grant qualification requirements. In those instances, ISBE should accept the early college credit qualification for purposes of CTE grant funding. ISBE will also need to address the CTE

licensure expectations for teachers in an Education pathway, and no longer require that these teachers have 2,000 hours of experience *outside of education*.

- The Committee appreciates the reference to considering bridge programs to increase the number of licensed CTE teachers by recruiting and preparing educators holding a teaching license in another content area to teach CTE. The Committee is excited to work with the agencies to implement a new summer teacher externship program that can qualify teachers with a Professional Educator License to teach CTE, utilizing lessons learned from innovations in other states.
- Finally, the Committee recommends favorable consideration of the Illinois Manufacturers Association's proposal for a Grow Your Own STEM teacher program, which waives tuition fees at public colleges and universities for students who agree to teach at an Illinois public high school or college upon graduation.

5. Perkins Reserve and Overall Funding Levels

The Committee supports the Plan's commitment to addressing gaps and disparities in CTE access and programming through the use of Perkins Reserve funds. While we appreciate ISBE's emphasis on innovation through Reserve funding, this innovation should occur in the context of programs that meet the Plan's Quality Criteria and align to State policy frameworks such as the PWR Act.

The Plan enhances the expectations on local districts and colleges to develop more rigorous programs of study to prepare more CTE students for successful career pathways. While the Committee applauds these enhanced expectations, they must be coupled with increased State funding for career and technical education. By providing additional funds for CTE, the State can allocate more funding for innovative, discretionary programs without decreasing amounts provided to districts and colleges through formula funds.

In conclusion, the CCR Committee believes the Plan has numerous strengths and innovations and appreciates the diligent efforts of ISBE and ICCB staff leading this process. However, as the Committee has described above, there are valuable opportunities to strengthen the current draft of the Plan to ensure that our state is fully taking advantage of this tremendous and rare opportunity to comprehensively revisit our career and technical education system. As that opportunity might not present itself for years to come, we cannot stress enough the urgency of ensuring our State Perkins V Plan be as strong as possible.

The Committee appreciates the State's consideration of these recommendations and welcomes the opportunity to further discuss them.

Sincerely,



Illinois P-20 Council College & Career Readiness Committee Co-Chairs
Beth Swanson, A Better Chicago
John Rico, Rico Enterprises & the Illinois Workforce Innovation Board (IWIB)

cc: Illinois P-20 Council Members
Illinois Workforce Innovation Board Members
Jesse Ruiz, Deputy Governor for Education

HARDIN STACI

From: Martha Eldredge-Stark <meldredgestark@maine207.org>
Sent: Wednesday, October 10, 2018 9:54 AM
To: Perkins
Subject: Equipment Threshold

Follow Up Flag: Follow up
Flag Status: Completed

Please align the equipment threshold to the federal GATA regulations, which is \$5,000 or greater per item. Currently, the state threshold is \$500, which is extremely low in light of current purchases, especially when it comes to robotic equipment.

Thank you,
Martha

Martha Eldredge Stark
Executive Director, NSERVE
www.NSERVE.info

NSERVE - Connecting Academics to the World of Work
www.InspireYourFuture.org
1131 South Dee Road
Park Ridge, IL 60068
847.692.8023 - phone

HARDIN STACI

From: PATRICIA HORVITZ <PATRICIA.HORVITZ@PSD150.ORG>
Sent: Monday, October 15, 2018 1:58 PM
To: Perkins
Subject: PERKINS funding

Follow Up Flag: Follow up
Flag Status: Completed

To Whom It May Concern:

I have been a “vocational/CTE” Business teacher for 32 years, all in the State of Illinois. During this time, the districts that I’ve taught in have consistently underfunded our programs, all the while touting our success. My current district provides us with NO equipment or supplemental materials. The ONLY way that our programs have continued to thrive is because of the consistent stream of funding from the PERKINS Act. This funding source has allowed our programs to continue to offer our students the most current technologies and gain access to materials that would have never been possible if left in the hands of our districts. The job skills that our students master allow them to be competitive in a tight job market. Again, if our students didn’t have exposure to the skills required of the business world, they would be stuck in low-paying, go nowhere jobs.

I currently serve as a department chair at my school and I’m in charge of ordering products with the funding from the Perkins Act. The range of products purchased with this money varies widely. The money has purchased products that teach students how to perform CPR and assist with medical emergencies, fix broken computers, install and maintain network routers, produce daily broadcasts for a student run TV studio, master Excel spreadsheets, provide field trip opportunities, troubleshoot real-world problems (in partnership with a program from Caterpillar, Inc.) and so many more real-world skills that the list could go on for a long time. If in my 32 years I would have kept track of the countless students I’ve had that told me “I’m glad I took your class because....”, it would offer further proof that the Carl Perkins Act is doing what it was intended to do for high school students.

I hope that the funding stream for high school CTE continues well into the future. It is vital to the continued success for ALL the students who want real-world experience and a jump ahead in the job market.

Thank you for taking the time to read my email.

Sincerely,

Pat Horvitz

Pat Horvitz
CTE Business Instructor
Richwoods High School
Peoria, IL
309.693.4400 (ext. 30243)

HARDIN STACI

From: Julie Ziel <jziel@mchs.net>
Sent: Wednesday, October 17, 2018 4:27 PM
To: Perkins
Subject: k-12 funding

Follow Up Flag: Follow up
Flag Status: Completed

Hi,

I am a Family and Consumer Science teacher in Illinois and would like to communicate that I use Perkins funding daily in my classroom. My students benefit from this funding through the supplies we purchase to help students earn certifications in child development and culinary arts. The professional development allows myself and my colleagues to assist students in exploring career aspirations, learning the importance of soft skills, and relating these core academic objectives to real-world and job skills that are lacking in Illinois.

Please keep the funding flowing as we work to prepare our students for their futures.

--
Julie Ziel
Family and Consumer Science
Minooka Community High School

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HARDIN STACI

From: Melissa (Molly) DeCarlo <mdecarlo@lw210.org>
Sent: Wednesday, October 17, 2018 4:29 PM
To: Perkins
Subject: Perkins funding

Follow Up Flag: Follow up
Flag Status: Completed

I would like to stress the importance of Perkins funding. Perkins funding is a necessity for CTE programs. Without our Perkins funding we would not be able to go above and beyond our curriculum. All students benefit from Perkins funding. Our programs guide students towards careers that are necessary for our society. Please continue to send funding to high school. Without the funding we would not be able to function above and beyond levels we are currently at.

Molly DeCarlo
Family and Consumer Sciences
Lincoln-Way Central High School
815-462-2187

HARDIN STACI

From: Elli Wilkey <ewilkey@mchs.net>
Sent: Wednesday, October 17, 2018 4:31 PM
To: Perkins
Subject: k-12 Perkins funding

Follow Up Flag: Follow up
Flag Status: Completed

Hello,

I am writing to tell you of the importance of the funding we receive through Perkins. This money allows our classes to run to the fullest extent. Without these funds, we would not be able to train our students how to work in the industries of Food Service and Child Development. The transferable skills students gain through our classes are priceless. Communication, team work, time management, leadership, and creative thinking are just a few of the items we teach on a daily basis. These skills are top qualifications listed in industry jobs in this country and are some of the top reasons employers site for termination of new employees.

I ask you to keep the funding at least at the level you currently provide and possibly to even increase the funding to high schools. Thank you for your time and consideration.

—
Elli Monferdini-Wilkey
Family and Consumer Sciences
Minooka Community High School

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HARDIN STACI

From: Betsy Doogan <bdoogan@lw210.org>
Sent: Wednesday, October 17, 2018 4:31 PM
To: Perkins
Subject: Perkins Funding

Follow Up Flag: Follow up
Flag Status: Completed

Hello,

As a FACS teacher I am reaching out to stress the importance of Perkins funding for our schools. All students benefit from our CTE programs. These programs guide them towards knowing and learning important life skills and leads them into future careers. I strongly urge you to continue funding as a major component for K-12 growth.

Thank you for your time.

Betsy Doogan
Lincoln-Way
Family & Consumer Sciences
bdoogan@lw210.org

HARDIN STACI

From: Koranda, Kim <kkoranda@lths.org>
Sent: Wednesday, October 17, 2018 4:35 PM
To: Perkins
Subject: Keep money for Perkins at the High School level

Follow Up Flag: Follow up
Flag Status: Completed

To Whom It May Concern,

I am writing to you as a high school counselor from Lockport Township High School District 205. I have been at Lockport for seventeen years and have been responsible for scheduling thousands of students for courses each year. Continually I am offering CTE opportunities to my students because it helps them understand the school to work process. We offer many CTE programs in Autos, Culinary Arts, Computer Science, Family and Consumer Sciences, and classes at WILCO. These courses provide students with technical skills, attaching relevance to core academic performance, and often the reason many students choose to go on to JJC or a four year school program. Most often I am excited that a former unmotivated student suddenly finds school relevant and improves their attendance and performance during their junior and senior year.

Please continue to fund K-12 education at the current level or above funding that you presently offer to schools. I have seen many students learn marketable skills and come back years later to tell me that they have received a goal because of their opportunities during high school to advance them in their twenties.

Respectfully submitted,

Kim Koranda
Counselor

HARDIN STACI

From: McCarthy, Shannon B. (BHS) <MCCARTHYSB@vvsd.org>
Sent: Wednesday, October 17, 2018 4:42 PM
To: Perkins
Cc: McCarthy, Shannon B. (BHS)
Subject: CTE Perkins Grant

Follow Up Flag: Follow up
Flag Status: Completed

Good Afternoon:

I am a CTE high school teacher at Bolingbrook High School. I have been informed that the Perkins Grant is going to be given to the colleges in the future. Please do not leave us out of the funding for the future of our kids. We supply the most relevant skills to our students and CTE makes sense for their future career plans. If we do not have your support are programs will disappear. Our kids need your support to become productive members of society.

We believe in you! Please believe in us!!! Our kids need you!!!

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HARDIN STACI

From: Kristine Co <KCO@psd202.org>
Sent: Wednesday, October 17, 2018 4:50 PM
To: Perkins
Subject: k-12 Perkins Grant

Follow Up Flag: Follow up
Flag Status: Completed

The support for CTEI for k-12 students:

PLEASE PLEASE! Continue supporting the use of Perkins Grant to our career tech students due to vital future learning. The importance of Perkins Grant for CTE is crucial to our program and student learning. Students with CTE classes in elementary lead students to continue CTE classes in the high school level and eventually achieve a certification or job role in the Career Tech Industry. Perkins Grant in our program support our curriculum to prepare students from Child Development courses into education or medical field, Culinary courses lead our students toward the hospitality industry, along with other programs in the CTE area. Again, PLEASE continue to support the use of Perkins Grant to our Career Tech Ed and Instruction students.

Thank you,
Kristine Co

HARDIN STACI

From: Dawn Askwith <DAskwith@psd202.org>
Sent: Wednesday, October 17, 2018 4:50 PM
To: Perkins
Subject: k-12 Perkins Grant

Follow Up Flag: Follow up
Flag Status: Completed

To whom it may concern:

I am a high school teacher in Plainfield Illinois. Our students rely heavily on Career and Technical Education (CTE) courses in our district. Let's face it, not every student is college bound. Courses in CTE provide options and employability skills for the students who are career ready but not college bound. I cannot stress the importance and significance of the Perkins Grant and believe it should not be overlooked. These monies help to provide funding to these programs and help to support supplies, equipment, certifications, and other resources that are vital to our courses.

By overlooking this grant, you are overlooking the programs that help assist our students with employable work skills, technical skills, soft skills, certification, amongst many other attributes. Please, I encourage you to support our programs and our career ready students. I must restate that these grants are vital and pertinent to our programs. Funding should remain at current levels, or even better, be increased so that we can reach more students!

Thank you,

Dawn Askwith

HARDIN STACI

From: Diana Weiland <DWEILAND@psd202.org>
Sent: Wednesday, October 17, 2018 5:05 PM
To: Perkins
Subject: Perkins funding, State of Illinois

Follow Up Flag: Follow up
Flag Status: Completed

I am a Career and Tech Ed teacher in Plainfield IL. I understand that the state of Illinois is considering reallocating distribution of the funding in the state. I am strongly opposed to any reduction in the funding to our high school programs, and even support increased funding. The school I teach at does not have a high percentage of students who can afford to attend college. Our programs are able to give them introductory skills that help them gain employment prior to gaining any additional education post high school. We offer a comprehensive training program for 3 levels of culinary arts, child development, fashion design, and childcare education.

Our program is successful because we have had the funding from the state and the backing of our district. Too many districts are dropping these programs because the vocational skills we teach don't fit a "bubble-type" test, and we are adding more classes for math, science, and social studies. Our classes implement all of these skills into on-the-job problem solving, so our students can jump in to the career world with advantages over other applicants.

The funding is crucial to our programs and more importantly our students. Please keep funding at its current level, or even better, increase the funding! It is a vital component of the future of our program. And is a career-changer for students as they transition from high school to the career force.

Thank you.

HARDIN STACI

From: Kristine Co <kitco10@hotmail.com>
Sent: Thursday, October 18, 2018 8:49 AM
To: Perkins
Subject: K-12 Perkins Grant for CTE

Follow Up Flag: Follow up
Flag Status: Completed

To whom it may concern

Courses in CTE provide options and employability skills for the students who are career ready but not college bound. I cannot stress the importance and significance of the Perkins Grant and believe it should not be overlooked. These monies help to provide funding to these programs and help to support supplies, equipment, certifications, and other resources that are vital to our courses.

By overlooking this grant, you are overlooking the programs that help assist our students with employable work skills, technical skills, soft skills, certification, amongst many other attributes. Please, I encourage you to support our programs and our career ready students. I must restate that these grants are vital and pertinent to our programs. Funding should remain at current levels, or even better, be increased so that we can reach more students!

Thank you, Kristine Co

HARDIN STACI

From: DEWEESE JOHN
Sent: Thursday, October 18, 2018 9:40 AM
To: Hovey, Christie; Gary Hutchinson, Ed.D.; Perkins
Subject: RE: Perkins V

Follow Up Flag: Follow up
Flag Status: Completed

Good Morning

I will forward this along to the Perkins email. I did review the email address and it seems to be working now.

Thank you!

John DeWeese, M.S. Instructional Technology
Business, Marketing, and Computer Education Principal Consultant
College & Career Readiness
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
Phone: (217)524-4832



**Illinois
State Board of
Education**

From: Hovey, Christie [mailto:Christie.Hovey@llcc.edu]
Sent: Thursday, October 18, 2018 6:39 AM
To: Gary Hutchinson, Ed.D. <dochutch.cte@gmail.com>; DEWEESE JOHN <JDEWEESE@isbe.net>
Subject: Perkins V

Hi!

I was unable to get the Perkins@ISBE.net email address to work.

At a minimum, I would like to see Perkins funding provided for attending professional conferences and for paying for professional organization memberships.
In my case, specifically those related to business education and CTE.

Thank you.

Christie Hovey

Professor, Business and Computer Technology | Lincoln Land Community College
5250 Shepherd Road, Springfield, IL 62794-9256 | 217.786.4943 | christie.hovey@llcc.edu

HARDIN STACI

From: Destiny Wiebler <dwiebler@elmwood322.com>
Sent: Friday, October 19, 2018 9:32 AM
To: Perkins
Subject: CTE Perkins- FCS

Follow Up Flag: Follow up
Flag Status: Completed

To whom it may concern,

The Perkins funding has made a major impact in my Family and Consumer Science classroom. My students have been able to create a fully functioning coffee cart. This gives the students the opportunity to experience what it is like to be a business owner. They have created supply lists, created prices, developed marketing, promote sales, handle money, create recipes, and so on. The amount of life skills these students are being introduced to because of the Perkins grant. I would not be able to make as big of a difference without the grant. There are rumors that are funding is going to be cut or distributed to other areas. I am writing this email to stress the importance of keeping the Perkins funding for the CTE programs.

Thank you,
Destiny Wiebler

HARDIN STACI

From: Paige Burklund <pburklund@dist265.com>
Sent: Friday, October 19, 2018 9:37 AM
To: Perkins
Subject: CTE Importance in schools

Follow Up Flag: Follow up
Flag Status: Completed

To whom it may concern,

My name is Paige Burklund and I teach at Farmington Central High School. I am emailing you today to ask that you please take into consideration the importance of CTE programs within schools. Family and Consumer Science programs are what our young minds need. FACS teaches life skills and career skills that go above and beyond the average curriculum content. My life revolves around my students, we are family! That family structure produces so much of what we strive for in our community. The career focus, technology focus, and life long learning curriculum taught is so valuable for our kiddos. We are blessed to have organizations like PERFECT and Perkins to help fund our programs. Thank you for your continued support and love throughout the years. We hope to know that we will be blessed in the future.

Warm regards,
Paige Burklund.

--

Mrs. Paige Burklund
Family and Consumer Sciences
Farmington Central High School District 265

“If a child can't learn the way we teach, maybe we should teach the way they learn.”

HARDIN STACI

From: Weld, Martha <WeldM@oths.us>
Sent: Sunday, October 21, 2018 11:13 AM
To: Perkins
Subject: Perkins Funding for High School

Follow Up Flag: Follow up
Flag Status: Completed

Good Morning,

I am writing regarding the decisions to be made regarding the future of Perkins funding for secondary education.

Across our state, high school students are gaining meaningful certifications and workplace skills as a result of high-quality Career and Technical Education programs in our high schools. Continued funding of K-12 initiatives is vital to our schools' ability to assist students in:

- Exploring career aspirations
- Obtaining technical skills
- Learning and reinforcing the importance of soft skills
- Attaching relevance to core academic principles

I strongly urge the state to continue funding high school (and elementary career development exploration) at a rate at or above the current funding formula for our K-12 schools. CTE is a vital component of a healthy K-12 education system.

My thanks for your time!

Martha Weld, Ph.D.
Assistant Superintendent

O'Fallon Township High School
600 S. Smiley Street
O'Fallon, Illinois 62269
(618) 632-3507 x598

HARDIN STACI

From: Tory Herrmann <therrmann@ivcschools.com>
Sent: Monday, October 22, 2018 7:58 AM
To: Perkins
Subject: High School CTE Impact

Follow Up Flag: Follow up
Flag Status: Completed

To whom it may concern,

My name is Tory Herrmann, and I teach high school Family and Consumer Science (FACS) classes at Illinois Valley Central High School. I would like to share with you how my classes help students attain skills that they will use within the workforce. In my classroom, students take career interest surveys and research careers they are interested in pursuing. They also learn how to effectively communicate and how to resolve conflict, skills that they can use now and in their future careers. Students also learn about nutrition, and how to cook and bake various dishes. This not only teaches them how to make healthy meals for themselves and their families in the future, but it also teaches them skills that they will need if they work in food services in the future. Within our sewing lab, students learn how to mend their clothes and how make garments from start to finish using commercial patterns. These skills can also be used within their homes in the future and within the workforce. Not all of my students plan on attending college, and the hands-on skills that they learn within my classes can be useful in many current jobs that are available.

Thank you for taking the time to understand the importance of these skills in the lives of students. I appreciate your continued support.

Sincerely,

--

Tory Herrmann
FACS Teacher
IVC High School
309.274.5481
www.ivcschools.com

October 25, 2018

Kristin Rickey
Illinois Valley Central District 321
1300 W. Sycamore
Chillicothe, IL 61523

To Whom It May Concern,

The importance of Perkins and CTEIG funds support of high school CTE courses cannot be overstated. The continued flow of these funds to these programs is an imperative to support the supplies, equipment, and resources which allow our students to develop career ready skills the workforce demands. CTE students graduate with marketable skills for the workplace as well as being "college ready". I urge continued funding at the existing or higher level to continue to support this vital component of our educational process. K-12 CTE is a vital component of workforce development.

Every year I have parents stop in to thank me for the valuable skills their students are learning in our courses. Without the funding and support of the Perkins and CTEIG funds the CTE courses would not continue to operate at the same high-quality level. I urge you to continue providing these life-changing and truly enriching opportunities for students.

Sincerely,
Kristin Rickey

HARDIN STACI

From: Nancy Spencer <nancy.spencer@brimfield309.com>
Sent: Thursday, October 25, 2018 2:22 PM
To: Perkins
Subject: CTE Funding in High Schools

Follow Up Flag: Follow up
Flag Status: Completed

Why CTE is important to the Business, Marketing and Computer Education high school curriculum. This is not a fancy letter, I will simply state what some of the funding has purchased and it's impact on students. ISBE and ISU in its publication called "What is the value of CTE to Illinois employers?" states the top 10 Illinois specialized skills in demand are:

1. Customer Service
2. Microsoft Excel
3. Microsoft Office
4. Sales
5. Scheduling
6. Budgeting
7. Project Management
8. Customer Contact
9. Supervisory Skills
10. Microsoft Powerpoint

I teach essential and fundamental Microsoft Office skills to all Freshmen. Funding has provided the ability to keep computers, hardware and software current and provide online curriculum.

I teach Accounting as an elective using both Excel and automated accounting which funding has provided.

I teach Business Math **using Excel** to Seniors which includes bank services, payroll, taxes, insurance, invoices, discounts, markup/markdown, interest, credit, mortgages, investments, depreciation, financial statements and business statistics. Again, this is an Excel intensive course.

In these courses alone, I cover at least half of the top 10 skills in demand. Without CTE funding, it would be impossible.

--
Nancy Spencer
Brimfield High School
320 E. Clinton St., PO 380
Brimfield, IL 61517
(309) 446-3349
nancy.spencer@brimfield309.com

HARDIN STACI

From: Linda Fennell <lfennell@ivcschools.com>
Sent: Thursday, October 25, 2018 2:57 PM
To: Perkins
Subject: Perkins Funds Make A Difference!

Follow Up Flag: Follow up
Flag Status: Completed

To Whom It May Concern:

I teach Child Development and Child Care Classes at Illinois Valley Central High School in Chillicothe, IL. Across our state, high school students are gaining meaningful workplace skills as a result of high-quality Career and Technical Education programs in our high schools. At IVCHS I teach a student lead preschool lab program that meets 3 days a week from 8:30AM - 11:30AM. This hands on learning experience high school students receive to prepare for post high school careers and education opportunities, is an important component for their success! Continued funding of K-12 initiatives is vital to our schools' ability to assist students in:

- Exploring career aspirations
- Obtaining technical skills
- Learning and reinforcing the importance of soft skills
- Attaching relevance to core academic principles

I strongly urge the state to continue funding high school (and elementary career development exploration) at a rate at or above the current funding formula for our K-12 schools. CTE is a vital component of a healthy K-12 education system.

Thank you for your time and consideration!

Sincerely,
Linda

--

Linda Fennell

IVC Preschool Lab Program
Family & Consumer Science Department
Illinois Valley Central High School
lfennell@ivcschools.com
(309) 274-5481 x3163

HARDIN STACI

From: Lisa Webb <lwebb@ivcschools.com>
Sent: Thursday, October 25, 2018 5:24 PM
To: Perkins
Subject: Perkins V Act

Follow Up Flag: Follow up
Flag Status: Completed

As a high school business teacher, I rely on the Perkins and CTEIG funds to help support my program. These funds are used to buy supplies, equipment, and resources which allow our students to develop career ready skills that the workforce demands. These funds help give our CTE students the technical skills needed to be successful in the workforce.

It is my hope that you will find Career and Technical Education important and continue supporting high schools across the state.

Sincerely,

Lisa Webb, Business Education
Illinois Valley Central High School

HARDIN STACI

From: Robert Haluska <rhaluska@wilco.k12.il.us>
Sent: Tuesday, October 30, 2018 4:20 PM
To: Perkins

Follow Up Flag: Follow up
Flag Status: Completed

Hello,

We need to use Perkins grant money to allow students to take the CompTIA A+ certification test. I have 45 students and the testing \$amount is \$250 each.

THANK-YOU!

Make it a GREAT DAY!

Robert Haluska PMP MPM MISM
Microsoft and CompTIA Certified
Ph.D. Higher Education Leadership (Candidate, 2019)
Computer Technology Instructor
rhaluska@wilco.k12.il.us

HARDIN STACI

From: Joe Terrel <jterrel@gavc-il.org>
Sent: Tuesday, October 30, 2018 4:23 PM
To: Perkins
Subject: Perkins Funds

Follow Up Flag: Follow up
Flag Status: Completed

CTI/Perkins funds are used in my school to purchase necessary supplies and equipment. I teach at the Grundy Area Vocational Center, and these items are incredibly necessary for my students to get the necessary up-to-date training they need. I have a classroom set up brand new Wacom tablets for my graphic design students. I have a built in green screen room/VR studio in my classroom with various equipment such as 4k cameras, HTC Vive, ect.

It is very beneficial for my students to use current equipment. I have had many past students thank me for allowing them to work on standard up-to-date technology. They say it prepared them so much for life after high school.

With technology changing so much at a fast rate, these funds are greatly appreciated to continue this student learning success.

--
Joe Terrel, Instructor
Computer Graphics and Multimedia Design
Grundy Area Vocational Center
(815) 942-4390 ext 4211

HARDIN STACI

From: Deb Eungard <deungard@gavc-il.org>
Sent: Tuesday, October 30, 2018 4:26 PM
To: Perkins

Follow Up Flag: Follow up
Flag Status: Completed

To Whom It May Concern-

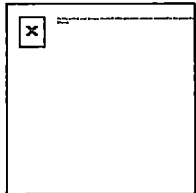
CTI/Perkins funds are used in my school to purchase supplies and equipment to make our programs successful. I teach Early Childhood Education at Grundy Area Vocational Center. These funds are used to bring real world experiences to my students such as smart boards, laminators, Elmo's, and other equipment that future teachers would need to know how to operate. It is vital that we have these funds in order to have the success that each of the programs currently have and strive for in the future. We want to build the future leaders and can only continue with these grants.

Sincerely,

Deb Eungard
Early Childhood Education
Skills Advisor
Grundy Area Vocational Center
1002 Union St
Morris, IL. 60450
815-942-4390

--

Deb Eungard
Early Childhood Education
Skills Advisor
Grundy Area Vocational Center
1002 Union Street
Morris, IL 60450



Develop a passion for learning. If you do, you will never cease to grow.

HARDIN STACI

From: McCarthy, Shannon B. (BHS) <MCCARTHYSB@vvsd.org>
Sent: Tuesday, October 30, 2018 4:27 PM
To: Perkins
Cc: sbmac@sbcglobal.net
Subject: Perkins Funding for CTE Programs

Follow Up Flag: Follow up
Flag Status: Completed

Good Afternoon:

Perkins Funding is essential to our High School programs. We have been informed that you may be allotting some or all of your funding to local colleges. Our high school CTE programs cannot function without your funding. Please do not minimize or take our funding away. Our kids need this to help make future career decisions. We need you and your funding. Continue to help us lead our students into profitable careers.

Thank you for your assistance.

HARDIN STACI

From: Donald Malec <dmalec@wilco.k12.il.us>
Sent: Tuesday, October 30, 2018 4:34 PM
To: Perkins
Subject: Perkins Funding

Follow Up Flag: Follow up
Flag Status: Completed

CTI and Perkins funds are used in my classroom to purchase equipment and supplies that further support college and career pathways for each and every student that attends my criminal justice/law enforcement class. Each year, for the past eight years, I have educated an average of 120 students per year (an estimated 1,000+ students). Most, if not all of those students benefit greatly from the education they receive and go on to become productive members of society.

A large number of students go on to join the Illinois National Guard to serve while going on to further their education. Others go on to join the active military. For example, one past student recently visited who was stationed in Colorado working in intelligence. The foundational tools he learned in my class lead him to this pathway.

Other students have gone on to become police officers, corrections officers, and private security officers. At the present, we have launched a new curriculum to address the use of force using Perkins funds used to purchase a firearms simulator. This curriculum includes de-escalation techniques and strategies to reduce the number of officer involved shootings such as those in the Baltimore (Freddie Gray case) Ferguson (Michael Brown case) and Chicago (Laquan McDonald).

We have incorporated STEM into our classroom using RADAR equipment, Drones, and Robots. It is important that Perkins funding continues to support these educational efforts and CTE.

Don Malec
Criminal Justice Instructor
Wilco Area Career Center

HARDIN STACI

From: Stephanie Gloede <sngloede@gmail.com>
Sent: Tuesday, October 30, 2018 4:38 PM
To: Perkins
Subject: Perkins Grant k-12

Follow Up Flag: Follow up
Flag Status: Completed

To whom it may concern,

I have been a Family and Consumer Science teacher for 7 years. Courses in CTE provide options and employability skills for the students who are career ready but not college bound. I cannot stress enough the importance and significance of the Perkins Grant and I believe it should not be overlooked. This money helps to provide funding to these programs and help to support supplies, equipment, certifications, and other resources that are vital to our courses.

By overlooking this grant, you are overlooking the programs that help assist our students with employable work skills, technical skills, soft skills, certifications, among other things. Please, I encourage you to support our programs and our career ready students. I must restate that these grants are vital and pertinent to our programs. Funding should remain at current levels, or even better, be increased so that we can reach more students!

Thank you,

Stephanie Gloede

--

Stephanie Gloede

(708)638-2406

sngloede@gmail.com

HARDIN STACI

From: Brent Dite <bdite@gavc-il.org>
Sent: Tuesday, October 30, 2018 5:43 PM
To: Perkins
Subject: Perkins funds for CTE

Follow Up Flag: Follow up
Flag Status: Completed

Hello,

I teach Criminal Justice at Grundy Area Vocational Center. CTE funds are used to purchase necessary items that are used daily in my classroom. The items purchased are directly related to the successes the students enjoy in my classroom and subsequently in their career choice.

For example, we recently purchased a use of force/response to resistance simulator that is used in all law enforcement agencies throughout the country. Simulator activities include many real world activities/tasks, including but not limited to; written communications, verbal communications, conflict resolution, decision making abilities, teamwork and leadership skills.

Sincerely,

Brent Dite
Chief of Police (Ret)
Morris Police Department

Criminal Justice Instructor
Grundy Area Vocational Center

Sent from my iPhone

HARDIN STACI

From: William Johnson <wjohnson@district158.org>
Sent: Thursday, November 1, 2018 7:48 AM
To: Perkins
Subject: Comment Regarding Perkins Reauthorization

Follow Up Flag: Follow up
Flag Status: Completed

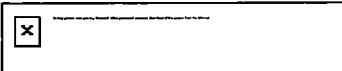
We have a creative idea/request. We are shifting towards a competency based education (CBE) model. A few ways in which we believe this model fits with the Perkins grant are as follows:

- 1) An idea would be to use Perkins money for CBE on the front end so that students can move at their own pace/free up time in their schedule to take more CTE courses on the back end.
- 2) Another idea would be to use Perkins money to develop competencies/programs in career exploration that students would take as part of their CBE course work. All students would leave our CBE program with careers of interest and connected skills to help them be successful in their desired career pathways.

Just a few creative ideas that we are looking into in order to provide students more opportunities to explore different career pathways!

Sincerely,

William Johnson
6-12 Curriculum Director
wjohnson@district158.org
847.659.6141



VALENTINE KRISTINA

From: Vilardo, Todd <tjvil@charleston.k12.il.us>
Sent: Tuesday, November 6, 2018 2:42 PM
To: Perkins
Cc: Chad Burgett; Holly, Kristen
Subject: CTE Funding Support

Members of the Illinois State Board of Education,

The importance of Perkins and CTEI Grant funds used to support high school CTE courses cannot be overstated. The continued flow of these funds to CTE programs is imperative to support the supplies, equipment, and resources which allow our students to develop career-ready skills the workforce demands. Through regional activities such as the 8th Grade Career Conference, Construction Trades Expo, Student Services Symposiums and CTE Teacher Workshops, these funds provide our students with opportunities to gain marketable skills for the workplace as well as being "college ready." I urge continued funding at the existing or higher level to continue to support this vital component of our educational process. Thank you.

Todd J. Vilardo
Superintendent
Charleston CUSD #1
Charleston, Illinois
217-639-1000



Comments on Perkins Reauthorization

Listening Tour to Inform Five-Year Plan on Career-Connected Learning

Submitted by Susan Stanton on behalf of the ACT Now Coalition, December 12, 2018

A. Our Organization

The ACT Now Coalition is a statewide organization that works to ensure that young people in Illinois have access to quality and affordable afterschool and youth development programs. We believe that an increased commitment to young people beyond the traditional school day is a crucial part of their growth into healthy and productive individuals. ACT Now is a diverse coalition supported by Illinois families, educators, business leaders, community advocates, youth organizations, and policymakers from across the state. The ACT Now Coalition has recently taken on the advocacy of the former Federation of Community Schools because our organization acknowledges that this work is essential to the success of youth, schools, and communities in Illinois.

B. Background on Afterschool Programs in Illinois and Preparing Youth for the Workforce

In Illinois, we have successful afterschool programs in 21st Century Community Learning Centers (21st Century), administered by ISBE, and the Teen REACH program, administered by the Department of Human Services. Afterschool programs and out of school supports, like 21st Century and Teen REACH, are critical for the success of children, families, and communities all across Illinois. Afterschool programs make learning fun, provide a safe and welcoming environment for youth, and support the workforce of today and tomorrow. We would like to highlight the work afterschool programs are doing to promote academic success and career-connected learning.

Studies show that afterschool programs are sparking students' interest in school leading to better school attendance, grades, standardized test scores, and behavior. In the 2015-2016 school year, 64 percent of elementary students and 59 percent of middle/high school students in 21st Century programs improved their academic performance.¹ Surveys of 21st Century participants' teachers indicated that 57 percent of elementary students and 50 percent of middle/high school students improved class attendance.² 99.3 percent of Teen REACH high school seniors graduate as opposed to the statewide average of only 86 percent graduation within seven years.³ Further, data collected from Teen REACH sites shows that 73 percent of Teen REACH youth improved school attendance, and 93 percent of Teen REACH students improved their grades within a year.⁴

Afterschool programs can also help prepare the future workforce of Illinois by teaching career skills, exposing youth to new careers, and inspiring youth to reach their full potential. Afterschool and summer

¹ Goodyear, L., Mansori, S., Cox, J., & Rodriguez S. (2017). *Illinois state board of education 21st Century Community Learning Centers program: State level program evaluation year 2015-2016*. Retrieved from https://www.isbe.net/Documents/statewide_report_1516.pdf.

² *Ibid.*

³ Illinois Department of Human Services. (n.d.). *Teen responsibility, education, achievement, caring, and hope (Teen REACH)*. Retrieved from <http://www.dhs.state.il.us/page.aspx?item=30777>.

⁴ *Ibid.*

learning programs teach leadership, problem-solving, critical thinking, teamwork, responsibility, and time management, which youth need to be successful in the workforce. Studies show that cognitive skills such as these are significantly more important in determining economic outcomes than school attainment.⁵ The afterschool hours offer time for apprenticeships, guest speakers, and project-based activities that build workforce skills.⁶ These activities, which many schools do not have the time and resources to provide, are key to helping students become college and career ready and make a successful transition after high school.⁷

C. Opportunities to Partner with Out-of-School Time Programs in the Perkins Reauthorization

In the reauthorization of the Perkins CTE law, there is a lot of language that fosters connections between CTE and out-of-school time learning to provide greater support for career-connected learning. The following are areas that we hope ISBE pays particular attention to in creating its state plan:

- **Employability Skills**: The law mentions the importance of employability skills in career development (like collaboration, communication, and problem solving). Afterschool programs are well-positioned to help teach these skills at a young age. The activities and lessons conducted in afterschool programs teach skills like leadership, critical thinking, working in teams and much more. Afterschool programs have the flexibility not provided in the school day to specifically address this need.
- **Middle School Career Exposure**: The law expands eligible uses to allow for career exposure, exploration and preparation, and it permits use of funds as early as the middle grades (fifth grade through eighth grade). Partnering with afterschool programs in the middle grades will help expose youth to careers earlier and inspire them to choose CTE pathways in high school. It is much easier to peak youth's interest if this work starts younger.
- **Working with Intermediaries**: The law mentions partnerships with community-based partners within the definition of qualified intermediaries (non-profits that connect students with opportunities). We encourage ISBE to include partnering with community-based afterschool programs in its state plan to cast a wider net in preparing youth for career.
- **Eligible Uses of Local Funds**: The law for the first time explicitly lists partnerships with community-based and youth-serving organizations as eligible uses of local funds. Using this funding to allow partnerships with afterschool programs can help to start youth thinking about their careers younger.

Please feel free to reach out to ACT Now Network Lead, Susan Stanton, with any questions related to these comments: stantons@actnowillinois.org or 312-877-0725.

⁵ Afterschool Alliance. (2009). *Afterschool: Opening doors to work and careers*. Retrieved from <http://www.afterschoolalliance.org/Workforce%20Brief%2036%20FINAL.pdf>.

⁶ Afterschool Alliance. (2011). *Afterschool: Supporting career and college pathways for middle school age youth*. Retrieved from http://afterschoolalliance.org/documents/issue_briefs/issue_collegeCareer_46.pdf.

⁷ *Ibid.*

VALENTINE KRISTINA

From: Maynard, Kevin <kmaynard@cusd77.org>
Sent: Tuesday, November 6, 2018 1:10 PM
To: Perkins
Subject: Perkins Grant

I would like to express my concerns for the importance of Perkins and CTEI Grant funds used to support high school CTE courses. These funds cannot be overstated. The continued flow of these funds to CTE programs is imperative to support the supplies, equipment, and resources which allow our students to develop career-ready skills the workforce demands. CTE students graduate with marketable skills for the workplace as well as being "college ready". I urge continued funding at the existing or higher level to continue to support this vital component of our educational process. K-12 CTE is a vital component of workforce development.

Sincerely,
Kevin Maynard
Principal
Cumberland High School

HARDIN STACI

From: Nick Elder <nelder@efe.k12.il.us>
Sent: Tuesday, November 6, 2018 10:45 AM
To: Perkins
Subject: Perkins V Testimony

Follow Up Flag: Follow up
Flag Status: Completed

Greetings,

My name is Nick Elder, Director of Education for Employment System #330 (EFE #330), which is headquartered in Champaign. EFE #330 is a career and technical education (CTE) cooperative comprised of 14 public school districts in east central Illinois. Our cooperative is the recipient of both federal Perkins and state Career and Technical Education Improvement (CTEI) funds. These funds directly support the operation of high-quality CTE programs in high schools, in addition to a regional CTE academy (Early College and Career Academy), providing up-to-date supplies, equipment, software and supporting instructors of CTE programs. These programs combine academic and technical instruction to produce students who are prepared for post-secondary instruction and the workplace. Our CTE programs partner with local business and industry to provide students with work-based learning experiences in a real-world setting. Additionally, the cooperative partners with Parkland Community College to offer dual credit CTE courses. With the advent of Perkins V, these partnerships will be more important than ever. I urge you to continue funding high school programs at a rate equal to or greater than current levels. Perkins funds directed to our high schools and high school regional CTE programs make an impact on all students.

Sincerely,
Nick Elder

Nick Elder

Director
Education for Employment System #330
Early College and Career Academy
Parkland College, Room A113
217.355.1382
www.efe330.org
www.parkland.edu/ecca
www.facebook.com/EFE330
www.twitter.com/EFE330

HARDIN STACI

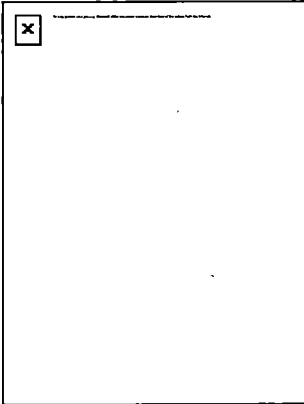
From: Dee Scott <dee.scott@caseywestfield.org>
Sent: Tuesday, November 6, 2018 12:09 PM
To: Perkins
Subject: Perkins and CTEI Grant funds

Follow Up Flag: Follow up
Flag Status: Completed

I am writing to urge continued funding at or above the existing to continue support of programs funded with Perkins and CTEI funds. Developing career-ready skills is a vital component of the K-12 educational process. Our workforce demands high-quality, meaningful preparation of our students to meet their needs. Through Perkins and CTEI funds we help our students explore potential careers, develop technical skills and interest, promote the learning of soft skills and integrate core curriculum.

Continued funding is imperative to support the supplies, equipment and resources needed to develop career-ready and college-ready students. Thank you so much for your attention to this need.

Dee A. Scott
Superintendent of Schools
Casey-Westfield CUSD #C-4
Casey, IL



HARDIN STACI

From: Lance Landeck <lance.landeck@oakland5.org>
Sent: Tuesday, November 6, 2018 12:26 PM
To: Perkins
Cc: Laura Sullivan
Subject: Perkins & CTEI Funding

Follow Up Flag: Follow up
Flag Status: Completed

The importance of Perkins and CTEI Grant funds used to support high school CTE courses cannot be overstated. The continued flow of these funds to CTE programs is imperative to support the supplies, equipment, and resources which allow our students to develop career-ready skills the workforce demands. CTE students graduate with marketable skills for the workplace as well as being “college ready”. I urge continued funding at the existing or higher level to continue to support this vital component of our educational process. K-12 CTE is a vital component of workforce development.

By using Perkins and CTEI funds, in addition to local funds, Oakland CUSD #5 is still able to offer full-time Agriculture Education, Industrial Technology, and Family and Consumer Science classes. Many high schools our size have had to cut these classes to half-time or all together because of funding, or a lack there of. We have worked closely with the Eastern Illinois Education For Employment System office to continue to be able to provide our students high quality educational opportunities such as Health Occupations which prepares the students for the state competency CNA exam, the 8th grade Career Conference which exposes our 8th grade students to careers they may or may not know they are interested in, as well as the Construction Trade Expo at Lake Land College that allows our students interested in a career in the construction field an opportunity to learn more about it. In addition to these educational opportunities, the EIEFES office has helped us to purchase needed supplies for our vocational classes, helped offset vocational salaries, and has provided professional development for our vocational staff.

It is for all these reasons that I urge you to strongly consider to continue to fund CTE at it's existing level or at an even higher level.

Thank you for your time,

Lance Landeck
Superintendent
Oakland CUSD #5
IASA School for
Advanced Leadership Fellow

Titan True, Through & Through
Talented
Tolerant

HARDIN STACI

From: Bill Fritcher <fritcherb@ttown.k12.il.us>
Sent: Tuesday, November 6, 2018 12:52 PM
To: Perkins
Subject: Funding

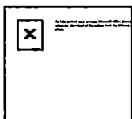
Follow Up Flag: Follow up
Flag Status: Completed

Across our state, high school students are gaining meaningful certifications and workplace skills as a result of high-quality Career and Technical Education programs in our high schools. Continued funding of K-12 initiatives is vital to our schools' ability to assist students in:

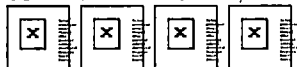
- Exploring career aspirations
- Obtaining technical skills
- Learning and reinforcing the importance of soft skills
- Attaching relevance to core academic principles


I strongly urge the state to continue funding high school (and elementary career development exploration) at a rate at or above the current funding formula for our K-12 schools. CTE is a vital component of a healthy K-12 education system.

In our district, we are blessed with many industries in the community and in close proximity to Teutopolis. The availability of a trained workforce is crucial to the success of our local businesses.



Bill Fritcher
Superintendent, Teutopolis Unit #50 Schools
217-857-3535 | fritcherb@ttown.k12.il.us
www.teutopolisschools.org
801 West Main Street, PO Box 607, Teutopolis, IL 62467



Get your own  email signature

HARDIN STACI

From: Courtney Walker <cwalker@arcolaschools.com>
Sent: Tuesday, November 6, 2018 1:02 PM
To: Perkins
Subject: Support Perkins & CTEI Grant Funds

Follow Up Flag: Follow up
Flag Status: Completed

To the Illinois State Board of Education:

The importance of Perkins and CTEI Grant funds used to support high school CTE courses cannot be overstated. The continued flow of these funds to CTE programs is imperative to support the supplies, equipment, and resources which allow our students to develop career-ready skills the workforce demands. CTE students graduate with marketable skills for the workplace as well as being "college ready."

Thanks to Perkins and CTEI Grant funds, diverse opportunities have been made available to my students with special needs: In 2018, we purchased a welding simulator so that students with disabilities can safely be included in the hands-on experience of using powerful equipment to create. Empowering students to "do" is a mission for agricultural education, and thanks to Perkins and CTEI Grant funds, my school has been able to extend this mission to *all* students.

Additionally, I believe CTE courses like my agricultural education courses provide anchored instruction which extends beyond my classroom. In CTE courses, students can apply core-curriculum content to tangible, real-world experiences. The age-old "Why would I ever need to know this?" question is answered in CTE through project-based learning founded in careers and trades, made possible by Perkins and CTEI Grant funds.

I urge continued funding at the existing or higher level to continue to support this vital component of our educational process. K-12 CTE is a vital component of workforce development.

Sincerely,

Courtney Walker
Agricultural Education & FFA Advisor
Arcola High School
cwalker@arcolaschools.com
217-273-0340

HARDIN STACI

From: Cary Jackson <cjackson@dieterichschools.org>
Sent: Tuesday, November 6, 2018 3:11 PM
To: Perkins
Subject: CTEI Grant Support - Dieterich Unit #30

Follow Up Flag: Follow up
Flag Status: Completed

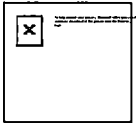
The importance of Perkins and CTEI Grant funds used to support high school CTE courses cannot be overstated. The continued flow of these funds to CTE programs is imperative to support the supplies, equipment, and resources which allow our students to develop career-ready skills the workforce demands. CTE students graduate with marketable skills for the workplace as well as being “college ready”. Across our state, high school students are gaining meaningful certifications and workplace skills as a result of high-quality Career and Technical Education programs in our high schools. Continued funding of K-12 initiatives is vital to our schools’ ability to assist students in:

- Exploring career aspirations
- Obtaining technical skills
- Learning and reinforcing the importance of soft skills
- Attaching relevance to core academic principles

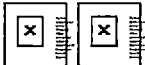
I strongly urge the state to continue funding high school (and elementary career development exploration) at a rate at or above the current funding formula for our K-12 schools. CTE is a vital component of a healthy K-12 education system.


Thank you!

Mr. Cary Jackson



Cary Jackson Superintendent, Dieterich Unit #30 Schools
(217) 925-5249 | 205 S. Pine Street, Dieterich, IL 62424



Get your own  email signature

HARDIN STACI

From: Tiffany Swalls <swallst@sullivan.k12.il.us>
Sent: Wednesday, November 7, 2018 7:40 AM
To: Perkins
Subject: Perkins Support

Follow Up Flag: Follow up
Flag Status: Completed

Hello,

The importance of Perkins and CTEI Grant funds used to support high school CTE courses cannot be overstated. The continued flow of these funds to CTE programs is imperative to support the supplies, equipment, and resources which allow our students to develop career-ready skills the workforce demands. CTE students graduate with marketable skills for the workplace as well as being "college ready". I urge continued funding at the existing or higher level to continue to support this vital component of our educational process. K-12 CTE is a vital component of workforce development.

--

Mrs. Swalls
SHS Counselor

Sullivan High School
725 North Main Street
Sullivan, Illinois 61951
phone: (217) 728-8311 ext. 228
fax: (217) 728-4139

HARDIN STACI

From: Kenny Schwengel <schwengelk@cusd305.org>
Sent: Wednesday, November 7, 2018 2:09 PM
To: Perkins
Subject: Support for Continued Perkins Funding
Attachments: Perkins Letter.docx

Follow Up Flag: Follow up
Flag Status: Completed

Please see the attached letter of support for continuing Perkins funding.

--

Thank you,
Kenny Schwengel

Kenneth Schwengel, Superintendent
Arthur Community Unit School District #305
301 E. Columbia
Arthur, IL 61911
(217) 543-2511 ph
(217) 543-2210 fax
(217) 246-9840 cell

"No Bad Days" -Tucker



ARTHUR COMMUNITY UNIT SCHOOL DISTRICT # 305

301 E. Columbia
Arthur, Illinois 61911

Phone: (217) 543-2511

Fax: (217) 543-2210

Kenneth Schwengel
Superintendent

Audrey Fleener
Administrative Assistant

November 7, 2018

To whom it may concern:

Please consider this letter in support of continued Perkins and CTEI funding for our schools.

The importance of Perkins and CTEI Grant funds used to support high school CTE courses cannot be overstated. The continued flow of these funds to CTE programs is imperative to support the supplies, equipment, and resources which allow our students to develop career-ready skills the workforce demands. CTE students graduate with marketable skills for the workplace as well as being "college ready". K-12 CTE is a vital component of workforce development.

We currently have high school students attending Tri County Welding in Arthur, IL to learn about welding and to learn how to weld. Continued funding of K-12 initiatives is vital to our schools' ability to assist students in exploring career aspirations and obtaining technical skills they may not otherwise experience.

Resources, including teaching staff, are already limited for these programs. I strongly encourage you to be a part of the solution to help schools meet the needs of our students.

Sincerely,

Kenny Schwengel

HARDIN STACI

From: Smith, Kaleb <smithka@qps.org>
Sent: Wednesday, November 7, 2018 6:15 PM
To: Perkins
Subject: Perkins V Feedback

Follow Up Flag: Follow up
Flag Status: Completed

To whom it may concern,

My name is Kaleb Smith and I am the Director of the West Central Region EFE #240 and the Quincy Area Vocational Technical Center. After reviewing the Perkins V State Plan I have the following comments:

- Due to limitations and validity of certifications available for Secondary students, I feel Secondary Performance Indicators Program Quality Indicator should be measured with solely participation in work-based learning. If required to offer certifications/credentials I am concerned that certifications/credentials will be created/selected to simply meet compliance instead of doing something that best serves students.
- I believe there should be incentives built in for Community Colleges to develop low/zero cost dual-credit agreements. This will help develop these agreements in areas where Community Colleges are hesitant to do so.
- I believe that there should be more latitude/flexibility built into the Elementary funds for CTE programs, specifically if a system would like to invest more into Elementary we can. It is crucial that we build K-12 CTE pipelines, that help build numbers in CTE programs and the workforce.
- If CTSO will now be allowed, I feel there should be a separate grant for schools to complete to utilize those funds, or a limit set for how much a school can use on CTSOs. I am concerned that many of my districts will invest the majority of their funds into CTSOs instead of CTE classrooms.

Best,

Kaleb Smith

Director WCR/QAVTC



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

HARDIN STACI

From: Wendy Griesemer <griesemerw@shelbyville.k12.il.us>
Sent: Friday, November 9, 2018 9:35 AM
To: Perkins
Subject: Keep funds flowing

Follow Up Flag: Follow up
Flag Status: Completed

Dear Sirs,

I believe, without question, it is vitally important that the state continue to provide Perkins and CTEI Grant funds for use by school districts throughout Illinois, and for the implementation of regional activities that support our students. As a 18 year high school counselor at Shelbyville High School, I can attest to the wealth of equipment, supplies, services, and other resources that our district has utilized as a result of funds provided to us through Perkins and CTEI monies.

Although we are a relatively small school compared to some of the other high schools in our region of the state, we have been able to maintain several work-force ready and technical programs. Some of the programs that we still house, which other smaller districts do not have, include: Welding (beginning, intermediate, advanced), CAD I & II, Woodworking, Engines, Manufacturing, Foods I & II, Clothing I & II, Early Childhood Ed., Entrepreneurship, multiple business courses, and a very complete agriculture program. This has enabled us to partner with some smaller districts who do not offer these courses - they are sending their students to us.

We find these work-force ready programs to be essential to our overall curriculum, because many of our students will secure careers in these fields after they graduate. Even for those who go on to pursue four-year degrees, the skills they learn in many of the CTE courses can be transferred and will serve them well, regardless of their major.

I can confirm that Perkins and CTE funds have been used by our district over the years to purchase some essential pieces of equipment for our career/tech ed departments (CAD printers, CNC printer, ovens, sewing machines, etc.). There is no doubt in my mind that our district would not have been able to maintain some of these programs if it weren't for these grant monies.

It is for these many reasons that implore the state to continue to provide Perkins and CTEI Grant funds at the existing level, or even higher, to continue to support our CTE programs throughout the state.

Sincerely,

Wendy L. Griesemer
Shelbyville High School

--
Wendy L. Griesemer
Guidance Counselor
Shelbyville High School
1001 W. N. Sixth St.
Shelbyville, IL 62565
Ph: 217-774-3926 Ext. 5 FAX: 217-774-5836
griesemerw@shelbyville.k12.il.us

HARDIN STACI

From: Karl Rabe <RabeK@mattoon.k12.il.us>
Sent: Friday, November 9, 2018 8:54 PM
To: Perkins
Subject: Perkins

Follow Up Flag: Follow up
Flag Status: Completed

Across our state, high school students are gaining meaningful certifications and workplace skills as a result of high-quality Career and Technical Education programs in our high schools. Continued funding of K-12 initiatives is vital to our schools' ability to assist students in:

- Exploring career aspirations
- Obtaining technical skills
- Learning and reinforcing the importance of soft skills
- Attaching relevance to core academic principles

I strongly urge the state to continue funding high school (and elementary career development exploration) at a rate at or above the current funding formula for our K-12 schools. CTE is a vital component of a healthy K-12 education system.

Karl Rabe
Mattoon High School Ag Teacher

HARDIN STACI

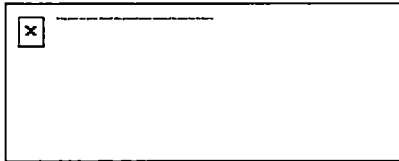
From: Dan Blankenship <blankenshipd@ttown.k12.il.us>
Sent: Monday, November 12, 2018 8:58 AM
To: Perkins
Subject: Perkins and CTEI grant programs

Follow Up Flag: Follow up
Flag Status: Completed

The Perkins and CTEI grant programs have been very beneficial to our school district. They have allowed our students to receive Computer-Aided Design instruction through the purchase of the AutoCAD program. These grant programs have purchased CNC machines. The hands-on experience allows our students to enter the job force during high school. Last year, these grants purchased new computer interface software and hardware. I am excited to give our students an opportunity to learn more STEM and coding skills. The last time this equipment was updated was in 1994!

The Perkins and CTEI grants are a necessity. Without them, we cannot prepare our youth for future careers.

Thank you.



HARDIN STACI

From: Becky Lee <becky.lee@caseywestfield.org>
Sent: Monday, November 12, 2018 12:23 PM
To: Perkins
Subject: New Perkins legislation

Follow Up Flag: Follow up
Flag Status: Completed

Budget cuts across the state are affecting our Career and Technical programs. My department relies heavily on the funding from the Perkins and CTEI grants. Without these vital grant monies, my Industrial Arts/Carpentry classes would have been cut from our curriculum. This funding allows me to update with innovative machinery to help keep students current with increasing technical skills and to provide job-ready skills for the workplace. My students not only graduate with marketable skills for the workplace, but also it helps to prepare them for college. I urge you to reconsider this legislation, as it will affect so many schools in our districts.

Becky Lee
Industrial Arts Teacher/
Paraprofessional/Transportation
Casey-Westfield High School

HARDIN STACI

From: MEHAFFY WHITNEY
Sent: Wednesday, November 14, 2018 12:20 PM
To: PARROTT STEVE; Ashlee Spannagel
Cc: Perkins
Subject: RE: State Plan

Yes, thank you Ashlee. We appreciate all of your hard work, ideas, and that you want to do what is ultimately best for the students in your System (but within the rules and guidelines). I am cc'ing Perkins@isbe.net, so we have a running record of this. Thank you!

Whitney Mehaffy
HST Principal Consultant
Equity Advisory Workgroup Subcommittee Lead
ISBE - College and Career Readiness Division
(217) 524-4832

From: PARROTT STEVE
Sent: Wednesday, November 14, 2018 12:08 PM
To: Ashlee Spannagel <aspannagel@roe33.net>; MEHAFFY WHITNEY <wmehaffy@isbe.net>
Subject: RE: State Plan

Thank you Ashlee for sending this email to us. It is much appreciated and nice to know that the work that we do is meaningful and helpful to you and the field. It is always nice to hear fresh ideas. Always feel free to share them with us.

Have a great day!

Steve

From: Ashlee Spannagel [<mailto:aspannagel@roe33.net>]
Sent: Wednesday, November 14, 2018 11:57 AM
To: PARROTT STEVE <sparrrott@isbe.net>; MEHAFFY WHITNEY <wmehaffy@isbe.net>
Subject: Fwd: State Plan

Hey guys!

I just wanted to be sure to forward this to you in the event Marci says anything to either of you about this. :)

Ashlee

Dr. Ashlee E. Spannagel
Regional Office of Education #33
Delabar CTE System Director/Compliance Officer
105 North E Street, Suite 1
Monmouth, Illinois 61462
Phone: 309.734.7545
Fax: 309.734.2452

----- Forwarded message -----

From: **Ashlee Spannagel** <aspannagel@roe33.net>

Date: Wed, Nov 14, 2018 at 11:50 AM

Subject: State Plan

To: <marjohns@isbe.net>

Marci,

Good morning! I wanted to send a note as a follow up from last week's director summit. I am new to my position as the EFE 280 System Director located in Monmouth. I transitioned from a large community college district in southern Illinois as their grant writer and compliance officer. I'm an ag teacher by training.

I wanted to thank you for your presentation last week. I was the gal in the purple dress and suit jacket that kept asking questions regarding what you might anticipate, and you kept noting those would be great points of feedback to send to you all as you develop the plan. I was especially grateful for your comment regarding this is our opportunity to do new things; to advance rather than doing what we've always done! I resonate so much with this though process and I see such an incredible opportunity to do just that as we work toward implementing Perkins V. Coming into this position with a fresh perspective, I wanted to offer to assist with the state plan development if at all possible. I'm not sure if that is something that has been considered, but if you would like for a system director with a fresh perspective to contribute, I'd be more than thrilled to volunteer my time for that effort.

Thanks again for your presentation. It was so very helpful and provided a great overview of what we can expect. It also was a perfect opportunity to get the thought processes rolling as to what feedback might be helpful for you all as you work to develop the plan.

Thanks for all that you all do. Since coming on as a system director, I've been incredibly impressed and grateful for the work that all of your staff do as well. They have assisted greatly in my transition.

Have a great week!

Ashlee

Dr. Ashlee E. Spannagel
Regional Office of Education #33
Delabar CTE System Director/Compliance Officer
105 North E Street, Suite 1
Monmouth, Illinois 61462
Phone: 309.734.7545
Fax: 309.734.2452

HARDIN STACI

From: Eric Reutter <reuttere@unit11.org>
Sent: Monday, November 19, 2018 9:15 AM
To: Perkins
Cc: CTE; Phyllis Glazier
Subject: Perkins Support for HS Vocational Programs

Follow Up Flag: Follow up
Flag Status: Completed

Good Morning,

My name is Eric Reutter and I am the agriculture instructor at El Paso-Gridley High School in El Paso, IL. I am writing this message in support of Perkins funding for high school vocational programs and in encouragement of ISBE to allocate the maximum amount of future Perkins dollars to high school vocational programs.

El Paso-Gridley is a small school of less than 400 students. I am the sole member of the agriculture department where I see just over 100 students every day. My classes include Plant and Animal Science, Introduction to Agriculture, Agriculture Careers and Leadership, Conservation Management, Agribusiness Management, Agriculture Economics and Marketing, Small Engines, Welding and Metalworking, Beginning Woodworking, and Advanced Woodworking. As you can see, I teach a wide variety of subject areas, which require a substantial financial commitment in order to fund supplies and consumables. Being a small school and fiscally conservative, my yearly budget is barely enough to cover my yearly expense requests. Without Perkins funding, my program would never be able to provide students with the opportunities that I believe will help them become more productive and employable in the future.

A couple quick examples of how Perkins funding has improved my subject areas:

- We were able to purchase a CNC plasma metal cutting system that allows students to use CAD software to design projects and then manufacture them in our shop area.
- We were able to purchase a CNC wood router system that allows students to use CAD software to design woodworking projects and then complete them as part of their woodworking classes.
- We were able to purchase a SawStop table saw, which has the ability to immediately stop the saw blade within 25 microseconds of contact with skin. (Our school insurance guys loved this one!)
- Numerous small tools and lab supplies that would have otherwise been impossible for us to purchase.

I should also mention that both our Business department and Family and Consumer Science departments have experienced the same benefit of Perkins funding through new computers and equipment and echo my concerns for future funding.

Through funding, these items are building skills in my students that will not only make them productive workers, but leaders in the areas of the skilled trades--something that our workforce is in desperate need of.

I urge you to please continue Perkins funding for high school vocational programs at the highest level. I truly believe that the high school years are critical years for developing skills and abilities of our students and

Perkins funding has drastically improved that experience in the past. Please continue that support in the future.

Sincerely,
Eric Reutter

Eric Reutter
Agriculture Department
El Paso-Gridley High School
309-527-4285

HARDIN STACI

From: Austin Charron <acharron@mths.us>
Sent: Wednesday, November 28, 2018 7:33 PM
To: Perkins
Subject: CTE Funding Support

Follow Up Flag: Follow up
Flag Status: Completed

Hello. I am the welding and machining instructor at Metamora High School. I wanted to take a few moments and express my gratefulness for all of our CTE classes the school offers. All of our CTE staff are all well experienced on what they teach. We all strive to give all our students the best technical training possible, with the equipment we have. I see myself as a perfect example of what CTE can do for a young person. I took CTE classes in high school.(machining and welding). I knew after high school, four more years of school was not for me. So, I wanted to further my knowledge in welding, so I went to welding school. I look back now and, I'm very thankful to have had that experience in high school to help guide me in the right direction. CTE gives the students the "Why I need to know this" piece that to me, is missing in many core academic courses. One of the many things I have learned over the past year is, how important funding these programs really are. Without the funds, it would be just about impossible to get the students trained/ prepared for workplace skills. I have many local employers that want to come into the classroom and talk with my classes about career opportunities within their company. These employers make it clear that the demand for welders and machinists, right now, is huge. In closing, it is imperative to support all funding that goes into these great programs. Without proper funding , Its impossible to get students ready to be successful in a trade after high school. Thank you for your time!!!!

HARDIN STACI

From: Kathleen Hankins <khankins@cusd.kahoks.org>
Sent: Friday, November 30, 2018 11:24 AM
To: Perkins
Subject: Perkins finding

Follow Up Flag: Follow up
Flag Status: Completed

Good Morning!

I teach at a high school vocational center and would like to give some input as to how the Perkins funds should be used.

I would like to allow Perkins funding be used to support CTE Student Organizations such as SkillsUSA and HOSA. Illinois just as our neighboring states do.

Also, currently, Perkins funds cannot be used for textbooks. It would be very beneficial if we could use these funds for books.

Thank you,

--

Kathleen Hankins
CHS Robotics/Electronics Teacher

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HARDIN STACI

From: Kristin Wegener <kwegener@cusd.kahoks.org>
Sent: Friday, November 30, 2018 11:28 AM
To: Perkins
Subject: CTE Educator

Follow Up Flag: Follow up
Flag Status: Completed

To Whom It May Concern:

My name is Kristin and I am a CTE/FACS teacher from Collinsville High School while also being the HOSA Advisor. Please consider the following when making decisions regarding the Perkins Grant.

It is essential that the current split for Perkins funding remain the same with 60% going to high schools and 40% going to community college. (or even more go to high schools).

Neighboring states allow Perkins funding be used to support CTE Student Organizations such as SkillsUSA and HOSA. Illinois would need to change their rule to allow this.

Currently Perkins funds cannot be used for textbooks. It would be very beneficial if we could use these funds for books.

Thank you for your time, Kristin

--
Collinsville High School
FACS/CTE Instructor
HOSA Advisor

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HARDIN STACI

From: Anita Johnson <aljohnso@cusd.kahoks.org>
Sent: Friday, November 30, 2018 11:34 AM
To: Perkins
Subject: CTE Programs

Follow Up Flag: Follow up
Flag Status: Completed

Dear Sirs:

I am writing to inform you that I support the CTE Programs, however I would ask that you increase the percentage sent to the high schools. I also ask that you work to get the laws changed in the state of Illinois to allow the monies to be used for Student Organizations. I also suggest that some of the monies be allocated for textbooks.

Thank you,
Anita Johnson

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HARDIN STACI

From: Diana Gruber-Huster <dgruber1@cusd.kahoks.org>
Sent: Friday, November 30, 2018 11:58 AM
To: Perkins
Subject: Perkins funding

Follow Up Flag: Follow up
Flag Status: Completed

I am sending an email to ask that the Perkins funding stay as is or really it would be benefit our program I to would be nice to be able to use the funding for text books as well. That is why I feel it is essential that the split for Perkins funding increase to 70% going to high schools and 30% going to community college.
Thank you for your concideration,

--
Diana Gruber-Huster
Collinsville High School
Physical Education Teacher

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HARDIN STACI

From: Amanda Baugher <abaugher@cusd.kahoks.org>
Sent: Friday, November 30, 2018 1:18 PM
To: Perkins
Subject: Support

Follow Up Flag: Follow up
Flag Status: Completed

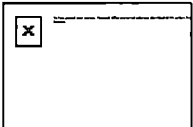
To Whom it May Concern,

This email is in support of Perkins funding for high schools and CTE programs, in particular. Please continue the current split for Perkins funding as 60% going to high schools and 40% going to community college, or consider giving even more to high schools. Neighboring states allow Perkins funding be used to support CTE Student Organizations such as SkillsUSA and HOSA. I would ask that Illinois change their rules to allow this, as well. Also, currently Perkins funds cannot be used for textbooks. It would be very beneficial if these funds could be used for books.

Thanks for your time.

--

Amanda Baugher, ATC
Certified Athletic Trainer
Collinsville High School
2201 S. Morrison
Collinsville, IL 62234
618-346-6320 x 1195
<https://sites.google.com/cusd.kahoks.org/chsathletictraining/home>



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HARDIN STACI

From: Stacy Hartle <shartle@cusd.kahoks.org>
Sent: Monday, December 3, 2018 8:58 AM
To: Perkins
Subject: Perkins V Legislation

Follow Up Flag: Follow up
Flag Status: Completed

To Whom it May Concern:

As a special education teacher and a mother it is extremely important to me for vocational programs to be funded as much as possible. As everyone knows, not all students are cut out for college, and in many cases, jobs that vocational programs prepare students for are better paying than some college degree focused jobs. This is not only good for the future worker, but our economy as well. Students who are allowed to participate in vocational and career education programs leave high school with the skills needed to immediately enter the workforce and start contributing.

With all this being said, it is crucial that the current split of the Perkins funding remain the same with 60% going to high school programs and 40% going to community colleges. Our neighboring states allow Perkins funding to be used to support CTE Student Organizations such as SkillsUSA and HOSA. Illinois would need to change its rules to allow this, but I truly believe that allowing this funding for the students to get out into the community and utilize the skills they are learning is essential. Also, being able to use Perkins funds to purchase text books for vocational programs would be very beneficial. In order for these programs to be as effective as possible, up to date texts are very important.

Again, as an educator and mother of a high school student, I urge you to consider these ideas when deciding on the Perkins legislation.

--

"Raise your words, not voice. It is rain that grows flowers, not thunder." -- Rumi



618-346-6320 ext. 1152
Special Education Department Chair
Class of 2019 Sponsor
Collinsville High School

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HARDIN STACI

From: Shirley Gray <sgray@cusd.kahoks.org>
Sent: Monday, December.3, 2018 9:44 AM
To: Perkins
Subject: CTE Program Funding

Follow Up Flag: Follow up
Flag Status: Completed

Good Morning fellow educators,

Upon learning of the possible changes to how the Perkins funds are to be distributed, I felt compelled to express some concerns:

Number one is the current split for funding remain at the 60% going to high schools and 40% to community colleges. (Career and Technical training is so vital to many of our students, some of who will not attend a 4-year academic college, but will become a productive member of our society. Accomplished through career and technical training.)

Secondly, we have learned that many states across the country, allow Perkins funds to be used to support CTE student Organizations such as SkillsUSA and HOSA. I would like to propose that Illinois changed their rule to allow this for our students.

Last but not least, I would encourage you to change the ruling regarding purchase of textbooks through Perkins funds. In the past, we had been allowed to purchase 'classroom sets' of textbooks, before that rule was changed to no textbooks purchased through Perkins funds.

Thank you for any consideration you can give to these issues facing our CTE programs.

Respectfully submitted,

--
Shirley Gray
Secretary to Dr. Tricia Blackard
Director Collinsville Area Vocational Center

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HARDIN STACI

From: Carla Elliff <celliff@cusd.kahoks.org>
Sent: Monday, December 3, 2018 11:15 AM
To: Perkins
Subject: Perkins Funding

Follow Up Flag: Follow up
Flag Status: Completed

Good morning,

I am sending this email in regard to the new Perkins V legislation. Please consider the following in order to best support the growth and learning of Illinois Students.

- It is essential that the current split for Perkins funding remain the same with 60% going to high schools and 40% going to community college. (or even more going to high schools).
- Neighboring states allow Perkins funding be used to support CTE Student Organizations such as SkillsUSA and HOSA. Illinois could change their rule to allow this.
- Currently Perkins funds cannot be used for textbooks. It would be very beneficial if we could use these funds for books.

Sincerely,
Carla Elliff

--

Carla Elliff
School Counselor, Ms.Ed Counseling
Kahok Academy/TAOEP Instructor
Collinsville High School
618-346-6320 ext. 1134

If this is after school hours, we are not at school to respond to your email.

If this is an emergency, don't wait! Please contact the proper authorities listed below.

Police, Fire, & Emergency Services: 911

Collinsville Unit 10 Safe and Secure Hotline: 618-979-6406 (anonymous)

Suicide Prevention Lifeline: 800-273-8255

Child Abuse Hotline: 800/25-ABUSE

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HARDIN STACI

From: Kelly Carpenter <kcarpenter@dupo196.org>
Sent: Monday, December 3, 2018 11:26 AM
To: Perkins
Subject: Perkins V legislation

Follow Up Flag: Follow up
Flag Status: Completed

Hello,

In an effort to show support for our Illinois CTE programs, I share that it is essential that the current split for Perkins funding remain the same with 60% going to high schools and 40% going to community college.

Thank you for your time,

Dr. Carpenter

--

Dr. Kelly Carpenter
Superintendent
Dupo District 196
Home of the Tigers
600 Louisa Ave.
Dupo, IL 62239
kcarpenter@dupo196.org
(618) 286-3812
(618) 286-5554

HARDIN STACI

From: Lynne Benson <lynne.benson@d128.org>
Sent: Monday, December 3, 2018 1:12 PM
To: Perkins; Debra Kellum
Subject: Remote call in for Roadshow Advisory meeting?

Hello!

I am reaching out on behalf of the CTE departments of Community High School District 128 in Libertyville/Vernon Hills. We would like to have a representative attend one of your Advisory Roadshow meetings, but none are scheduled for a time or location that we can make. We are wondering if it would be possible to join remotely? Specifically, we are available for the 2:30-4:30 meeting on Dec. 6. Please let us know if this is a possibility.

Thank you!

--
Lynne A. Benson
Department Supervisor
Career and Technical Education
Vernon Hills High School
847-932-2317

Our Mission: To develop graduates who are



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HARDIN STACI

From: Lauren Schroeder <lschroeder@mths.us>
Sent: Monday, December 3, 2018 1:38 PM
To: Perkins
Subject: Importance of Perkins at the High School Level

Follow Up Flag: Follow up
Flag Status: Completed

To whom it may concern,

I am a Family and Consumer Sciences teacher at Metamora Township High School in Metamora, Illinois. I wanted to express my continued support for a significant portion of Perkins funding to go toward high school level CTE programs. These funds provide supplies, equipment, and resources which allow our students to develop career-ready skills to meet the present demands of the workforce. Not to mention, they also have hands-on experiences to prepare for independent living after high school. CTE students graduate from school with marketable skills for a variety of job settings, as well as motivation to complete higher levels of education if they are college-bound. I urge the funding to continue to support this vital part of our education process. I am grateful for Perkins at the college level, because it did help me to achieve my degree and be prepared for a full-time career. But that being said, if most of the Perkins funds go to higher education, it would be **too late** to impact a variety of students! By that time students have likely all selected a major (possibly outside of the CTE realm) and programs may be smaller in size. With funding staying at the high school level we reach a larger volume of students, and can provide opportunities which may encourage students to pursue CTE for college or their career. Just in my classes alone, I see over 100 students a day! Please remember that if we don't foster a passion for CTE at younger ages, students may not even consider our classes, and their benefits, later on. Thank you.

Sincerely,
Lauren Schroeder

HARDIN STACI

From: Jen Newendyke <jen.newendyke@fsd145.org>
Sent: Tuesday, December 4, 2018 1:40 PM
To: Perkins
Subject: Perkins feedback

Follow Up Flag: Follow up
Flag Status: Completed

Good Afternoon,

I am an Education for Employment System Director and have feedback on Perkins V. Section 3, part 5, Career and Technical Education, part D allows "career exploration at the high school level or as early as the middle grades". 2 suggestions.

1. Include a CTE state course code for Career Exploration. There are several NON CTE coded courses in the course catalog. I would suggest this course as a CTE course (currently non), available in all CTE CIPS to allow for this to be a Perkins/CTEI funded course. Employability skills are mentioned several times in Perkins V.

22151A000 Career Exploration Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

AND

2. Edit the course below: remove language about drop out prevention so this can be used WBL experience classes that are not necessarily Cooperative Education.

22004A001 - Work Experience and Career Exploration Program CTE Course Dropout Prevention Program courses vary widely, but typically are targeted at students who have been identified as being at risk of dropping out of or failing in school. Course content may include study skills and individual tutorials; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speaker presentations; and small group seminars

--

Thank you,
Jen Newendyke
System Director
CareerTEC
Education for Employment (EFE) region #220
2037 W. Galena Avenue
Freeport, IL 61032
jen.newendyke@fsd145.org
fax 815-235-8050
phone 815-232-0709
www.careertec-il.org

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HARDIN STACI

From: DVR Programs of Study <director@dvr-efe.org>
Sent: Wednesday, December 5, 2018 11:39 AM
To: Perkins
Subject: Perkins V suggestions for State Level Leadership Activities

Follow Up Flag: Follow up
Flag Status: Completed

1. Work with Higher Ed to have unit included in Counselor Masters Programs in Illinois courses that covers labor market information in light of middle skills requirements for employment and career development, also Career Clusters and Holland Wheel tools.
2. Create presentation to use in IASA School Board Conference, Superintendent state meetings, and IPA conferences on labor market information in light of middle skills requirements for employment and career development. Instead of asking what college students plan to attend, ask them what career they want, and then help them map a way to achieve that. Some Principals evaluate counselors on the number of college applications, and skip over the career development component which is the most important piece.
3. Develop Professional skills units to be incorporated into all areas of CTE curriculum for workplace skills.
4. Work with AIR to evaluate potential of their GIS statewide analysis of labor market need and available programs a model for Illinois to consider
5. Allow EFEs to use grant funds to promote CTE and Careers
6. Structure CTE programs as Honors Credit for higher level training courses (we need balance against the emphasis on AP classes as a designation of school improvement
7. Allow Computer Science to be in CTE.
8. CTE Vision - "How do you want to change the World?" (once students identify their passion, they can work towards identifying their place in the world) OR "Choose Your Future". Either way the vision should apply to all students, not just students in our classes. If the dialogue starts with careers, we can move away from silos of academic vs technical training.
9. Be sure that indicators in Perkins V align with the indicators across ESSA, PWR, etc. We need to focus on the same set of indicators across all programs
10. Include on line e-books as allowable costs
11. Allow industry assessment costs
12. Allow funding for internship experiences

--
Dr. Anne Cothran, Director

DVR

Des Plaines Valley Region Education for Employment System 030

2000 N. 5th Ave, River Grove, IL 60171

(708)779-4448 office (708)779-4627 fax (708) 890-3525 cell



<http://www.dvr-efe.org> * <http://www.dvr-efe.info>

Elmwood Park CU School District 401, Leyden Township High School District 212, Oak Park & River Forest High School District 200, Proviso Township High School District 209, Ridgewood High School District 234, Riverside Brookfield High School District 208, Triton College District 504

HARDIN STACI

From: Jen Newendyke <jen.newendyke@fsd145.org>
Sent: Wednesday, December 5, 2018 2:26 PM
To: Perkins
Subject: guidance on 2 courses equals concentrator

Follow Up Flag: Follow up
Flag Status: Completed

EFE Directors will need guidance on how handle approving CIPS in ISCS. Currently 2 credits with courses in group 1 and 2 has been the standard for assign a CIP. The new law says 2 courses, with no regard to seat time. We don't have a formal competency based structure set up so need to know if OK under new law to approve CIPS with 2 courses, not necessarily 2 credits.

--

Thank you,
Jen Newendyke
System Director
CareerTEC
Education for Employment (EFE) region #220
2037 W. Galena Avenue
Freeport, IL 61032
jen.newendyke@fsd145.org
fax 815-235-8050
phone 815-232-0709
www.careertec-il.org

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HARDIN STACI

From: Karen Youngblood <karenyoungblood101@gmail.com>
Sent: Wednesday, December 5, 2018 3:06 PM
To: Perkins
Cc: Andrew Wells
Subject: Not available to the Greater Chicago Community? Why?

Good afternoon,

Please advise if there will be listening sessions for the Chicagoland area. If not, may I submit an opportunity to work with CBOs in the Chicago area that would be thrilled to set up the logistics and site to clone this event and host in our area. Please allow us the opportunity to become involved as it is much appreciated. I may be reached at:

Karen Youngblood
Resource Development & Communications
The Renaissance Collaborative
www.trcwabash.org

My mobile for quick access is (312) 593-0297

From the Illinois Department of Commerce Office of Employment and Training

ISBE and ICCB Hold Perkins Listening Sessions

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

ISBE and ICCB are requesting feedback to improve CTE program development and evaluation so all students graduate with the skills, knowledge, and attitudes to thrive in their chosen path after high school. The federal reauthorization of the Carl D. Perkins CTE Act contains opportunities to increase students' industry connections, better align education and workforce systems, strengthen teacher and faculty pipelines, increase success of underserved students, expand dual-credit partnerships, support innovative practices, and broaden the reach and scope of guidance counseling.

The development of the five-year plan coincides with other statewide efforts, including Illinois' competency-based learning pilot, Workforce Innovation and Opportunity Act implementation, Postsecondary and Career Expectations framework, college and career pathway diploma endorsements, and multiple-measure definition of college and career readiness for accountability.

Stakeholders can submit feedback via email to Perkins@isbe.net and learn more at <https://www.isbe.net/CTE>.

WHAT: Opportunity for business, industry, community, and educational leaders; students; and families to inform Illinois' five-year plan for career and technical education

WHO: Hosted by ICCB Director of CTE Whitney Thompson and ISBE Director of Curriculum and Instruction Marci Johnson

WHEN / WHERE:

- 2:30-4:30 p.m. and 5-7 p.m., Dec 4. at Moraine Valley Community College, 9000 College Parkway, Palos Hills
- 2:30-4:30 p.m. and 5-7 p.m., Dec. 6 at Crowne Plaza, 3000 S. Dirksen Parkway, Springfield
- 5-7 p.m., Dec. 10 at Dr. Nick Osborne Primary Center, 401 N. 30th Street, Mt. Vernon
- 5-7 p.m., Dec. 12 at Elgin High School, 1200 Maroon Drive, Elgin

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K. Youngblood
"Heads Above the Crowd"

HARDIN STACI

From: Waters, John M. <John.M.Waters@Illinois.gov>
Sent: Thursday, December 6, 2018 12:08 PM
To: Perkins
Subject: FW: [External] ISBE and ICCB Hold Perkins Listening Sessions

And this arrived today?
Competency-based what?

From: Illinois Department of Commerce Office of Employment and Training <DoNotReply@IllinoisWorkNet.com>
Sent: Wednesday, December 05, 2018 10:08 PM
To: Waters, John M. <John.M.Waters@Illinois.gov>
Subject: [External] ISBE and ICCB Hold Perkins Listening Sessions

From the Illinois Department of Commerce Office of Employment and Training

ISBE and ICCB Hold Perkins Listening Sessions

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

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Stakeholders can submit feedback via email to Perkins@isbe.net and learn more at <https://www.isbe.net/CTE>.

WHAT: Opportunity for business, industry, community, and educational leaders; students; and families to inform Illinois' five-year plan for career and technical education

WHO: Hosted by ICCB Director of CTE Whitney Thompson and ISBE Director of Curriculum and Instruction Marci Johnson

WHEN / WHERE:

- 2:30-4:30 p.m. and 5-7 p.m., Dec 4. at Moraine Valley Community College, 9000 College Parkway, Palos Hills
- 2:30-4:30 p.m. and 5-7 p.m., Dec. 6 at Crowne Plaza, 3000 S. Dirksen Parkway, Springfield
- 5-7 p.m., Dec. 10 at Dr. Nick Osborne Primary Center, 401 N. 30th Street, Mt. Vernon
- 5-7 p.m., Dec. 12 at Elgin High School, 1200 Maroon Drive, Elgin

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HARDIN STACI

From: Jen Newendyke <jen.newendyke@fsd145.org>
Sent: Thursday, December 6, 2018 2:00 PM
To: Perkins
Subject: aligning middle school and high school CTE

Follow Up Flag: Follow up
Flag Status: Completed

Per Advance CTE. Ohio's approach to aligning middle and high school makes sense. Students are offered exploratory courses at the 8th grade level and are considered equivalent to CTE introductory courses at the high school, which are part of an approved program. With funds available at the middle grades. Standards are program level, not necessarily course level. The Ohio Department of Education also provides outlines for each allowable course at middle level as well as guidance implementation.

From a licensure perspective, any teacher can teach middle school class with a short online course related to CTE, but if a high school teacher teaches the eighth grade course then the appropriate license is required. Students may also have to take an end of course assessment.

--

Thank you,
Jen Newendyke
System Director
CareerTEC
Education for Employment (EFE) region #220
2037 W. Galena Avenue
Freeport, IL 61032
jen.newendyke@fsd145.org
fax 815-235-8050
phone 815-232-0709
www.careertec-il.org

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HARDIN STACI

From: Girish Seshagiri - ISHPI <girish.seshagiri@ishpi.net>
Sent: Sunday, December 9, 2018 7:26 PM
To: Perkins
Subject: Feedback on how to strengthen career-connected learning

Follow Up Flag: Follow up
Flag Status: Completed

I congratulate ISBE and ICC for hosting a series of regional meetings to gather input on how to strengthen career-connected learning for all students in Illinois as well as seeking feedback from business, community, and educational leaders to inform ISBE's five-year plan for career and technical education (CTE) in the state. I am pleased to provide input.

My qualifications:

- I was a resident of Peoria from 1966 -2002. I had a successful professional career at Caterpillar Inc from 1966 – 1986. I founded Advanced Information Services Inc. (AIS) in Peoria in 1986 and created more than 300 high wage, high technology jobs between 1986 and 2002. AIS merged successfully with Ishpi Information Technologies in 2013. The Ishpi AIS division is located at 103 SW Adams, in downtown Peoria. Ishpi AIS is committed to bringing federal contracting dollars and create cybersecurity jobs in Peoria.
- My awards include:
 - Year 2000 Minority Small Business Person of the Year awarded by U.S. Small Business Administration, State of Illinois
 - Year 2001 Governor's Small Business Summit – Entrepreneurial Success Award
 - Year 2013 Inducted to Central Illinois Business Hall of Fame
 - Year 2013 Government Information Security Leadership Award (GISLA) in the Federal Contractor category
 - Year 2018 National CyberWatch Center Innovations in Cyber Security Education Award in the " Curriculum " category
- In 2015, Ishpi information Technologies, Inc. co-founded the Community Initiative Center of Excellence for Secure Software (CICESS), an employer-led dual "(learn and earn)" model registered apprenticeship partnering with Illinois Central College
- I am currently the co-chair of the National Initiative for Cybersecurity (NICE) Working Group for Apprenticeships <https://www.nist.gov/itl/applied-cybersecurity/nice/about/working-group/apprenticeship-sub-working-group>

I submit my feedback to strengthen career-connected learning for all students in Illinois in the form of answers to some of the issues raised in the Illinois SBE presentation "Strengthening Career and Technical Education for the 21st Century Act" slide titled "Time to ReTHINK From U.S. Department of Education Office of Career and Technical Education"

What is the right secondary/postsecondary "split of funds" given today's environment?

It is better to think of different funding models instead of "split of funds" between secondary and postsecondary. We should plan and work towards a funding model where the business sector provides the majority of the funds for paid apprenticeship career pathways to in-demand jobs.

How do you define/approve high-quality CTE programs?

Innovative high-quality CTE programs are characterized by:

Employer-led collaboration between industry/government/academia for dual (“learn and earn”) model apprenticeships as career pathways to in-demand occupations such as software engineering, cybersecurity, advanced manufacturing, healthcare IT to name a few

Recognition that most workforce development initiatives in the past have failed. CTE innovation will be differentiated from past efforts such as internships, job shadowing, co-ops and other methods that did not provide the students with employable skills while leaving them with debt

Standard academic and on-the-job training curricula that are tailorable to meet individual employer needs

Make students successful in chosen careers and not just have minimal skills to get an entry-level jobs

Make communities successful in the global competition for talent in the innovation economy

How can work-based learning including “earn and learn programs” such as apprenticeships be the rule not the exception?

The state should not fund any program that resembles failed efforts of the past. The Illinois SBE should make a bold statement that the state is committed to apprenticeships “because nothing else works”

I regret that I am unable to attend any of the listening sessions. I am available for a phone call or in-person meeting in January at a mutually convenient time. I look forward to speaking with ISBE and ICCB.

Thanks,
Girish
865 312-5169

Girish Seshagiri
Executive Vice President | CTO
m: 865-312-5169
Seven-time Inc. 500 | 5000 winner



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VALENTINE KRISTINA

From: Stanton, Susan <StantonS@actnowillinois.org>
Sent: Monday, December 10, 2018 3:11 PM
To: Perkins
Subject: Perkins Plan Feedback
Attachments: Listening Tour to Inform Five-Year Plan on Career-Connected Learning.pdf

To Whom It May Concern

I am submitting the attached feedback for the state's Perkins plan. I also have RSVPed for the listening tour date on Wednesday. Please let me know if there are any questions.

Best

Susan

Susan Stanton
Network Lead

Afterschool for Children and Teens Now (ACT Now) Coalition
www.actnowillinois.org
312-877-0725
One North Dearborn, Suite 1000
Chicago, IL 60602

HARDIN STACI

From: Smith, Kaleb <smithka@qps.org>
Sent: Tuesday, December 11, 2018 9:47 AM
To: Perkins
Subject: Perkins Comments

Follow Up Flag: Follow up
Flag Status: Completed

To Whom it May Concern,

It is my believe that more innovative practices need to be implemented to help foster CTE in rural and other areas that lack resources and quality CTE Teachers. I would like to see a waiver that can be applied for, that will waive various restrictions placed on how funds can be used, how programs can be implemented, and possibly staff certifications, so that we can pilot new innovative programs that best fit student needs. This would be similar to the pilot format being used for competency-based education. I believe this will allow new practices to come forward that could be possibly scaled up and help improve CTE and drive change in the State. This could be a temporary waiver that can be reapplied for every year, and require additional documentation to show the outcome of the new practice. I would be very interested in starting a dialogue with someone at ISBE about this idea. I strongly feel this could help CTE in multiple areas,

Best,

Kaleb Smith

Director WCR/QAVTC



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

The WCR/QAVTC mission is to provide career and technical education programs students can continue to build on to establish future career goals.

Our goal is to meet the career and technology needs of all learners - high school and adults.

HARDIN STACI

From: Amy Lutes <amy.lutes@d300.org>
Sent: Thursday, December 13, 2018 7:18 AM
To: Perkins
Subject: increase success of underserved students

Importance: High

Follow Up Flag: Follow up
Flag Status: Completed

In the state of IL, we are unable to utilize Perkins funds for contests.

DECA

DECA is organized into two unique student divisions each with programs designed to address the learning styles, interest and focus of its members. The High School Division includes 200,000 members in 3,500 schools. The Collegiate Division includes over 15,000 members in 275 colleges and universities.

Imagine a classroom full of motivated students who are engaged in learning and captivated by the relevant information you share with them. DECA, an organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management, is your dream instructional tool.

DECA Inc, formerly **Distributive Education Clubs of America**

FBLA

FBLA Academic Competitions

FBLA's National Awards Program, also called competitive events, give your students the opportunity to compete against the best-of-the-best in over 60 academic events that cover technology, public speaking, business, finance, management, and more. The top winners take home trophies and cash from sponsored events.

SkillsUSA

Who We Are

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. We provide educational programs, events and competitions that support career and technical education (CTE) in the nation's classrooms.

These competitions for our students are not funded with the Perkins grant. Our superintendent came to us from FL. Mr. Heid noted that in the state of FL, this was not the case, that Perkins funds could be used for student competitions.

So. This proviso is not helpful in growing the CTE program in the state of IL. Would like to see it changed and perhaps some lobby efforts by ISBE could influence the statute? law? provision? of Perkins \$\$ usage for CTE contests/competitions in our state.

Amy Lutes
Business Teacher
Hampshire High School
Phone: 847-792-3543

Please save trees. Print only when necessary.

E-MAIL CONFIDENTIALITY NOTICE: Illinois has a very broad public records law. Most written communications (including email) to or from school district officials and staff are public records available to the public and media upon request. Your email communications may therefore be subject to public disclosure.

HARDIN STACI

From: Brad Newkirk <brad.newkirk@bps101.net>
Sent: Thursday, December 13, 2018 4:33 PM
To: Perkins
Subject: Perkins Feedback from Batavia USD 101

Follow Up Flag: Follow up
Flag Status: Completed

ISBE,

Please accept this feedback for the planning of Perkins V FY20 from Batavia Public Schools D101, serving nearly 6,000 students in grades Pre-K through 12 in Kane County.

We believe that local school districts who serve their communities are the environments where progress can be made in Career and Technical educations. Because of our ability to impact the future of our students, consider:

At a minimum, maintaining the secondary and postsecondary split of Perkins V funds at previous levels - 60% of local funds for secondary and 40% of local funds for postsecondary. Colleges can be great partners for local district but building a strong pipeline is critical to future success.

Allowing grant funds and flexibility in allowable expenditures for Career and Technical Education programming at the elementary/middle school level. Effective CTE experiences begin in our elementary and middle schools.

Allowing for greater flexibility in work based experiences that can be support with grant funds. There are many experiences beyond Cooperative Education that benefit students and lead them to success career paths.

Not using the local Reserve Funds allowance. Local schools can best use funds to provide opportunities for students. Competitive state grants promote inequality in the name of innovation.

To have the best impact on students, funds should have accountability but also flexibility. We ask that you consider some of the following to decrease the administrative burdens associated with these funds:

Align Perkins V activities, definitions, deliverables, and career pathways with those in the PWR Act's "On Pace To Thrive" framework and with the ESSA College and Career Readiness Indicators. When we have alignment and focus, we can best serve students and our communities.

Eligible recipients of Perkins V funds including local districts, EFEs, and community colleges should be allowed to partner to develop the Comprehensive Needs Assessment for the region.

Thank you for soliciting and using our feedback in your planning.

Dr. Brad Newkirk
Chief Academic Officer
Batavia Public Schools D101

HARDIN STACI

From: Aaron Schuster <aschuste@cusd.kahoks.org>
Sent: Friday, December 14, 2018 8:29 AM
To: Perkins
Subject: funding

Follow Up Flag: Follow up
Flag Status: Completed

Please keep the funds split 60/40 in favor of high schools, or more in favor of high schools. We struggle as it is to keep full classes busy. Every dollar is used wisely!

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HARDIN STACI

From: Jaimie Giraldo <jaimiegiraldo@u-46.org>
Sent: Monday, December 17, 2018 1:39 PM
To: Perkins
Subject: Perkins "Well-Rounded Education" & Support for Fine Arts
Attachments: Supporting-Music-Education-Locally-with-Title-IV-A.pdf

Follow Up Flag: Follow up
Flag Status: Completed

Good afternoon,

Our district is working towards implementing career pathways into our high school programming. As we move toward this new model, I am writing to inquire when Illinois will adopt the Title IV provisions indicated in the article below an expand funding to support fine arts education.

Please let me know if you have any additional information or would like to speak with me further. Thank you so much for any updates you can provide.

Sincerely,
Jaimie Giraldo

~~~~~

**Congress Passes and President Trump Signs Career and Technical Education Bill**



The National Association for Music Education (NAfME) is thrilled to report the passage and long overdue reauthorization of the Carl D. Perkins Vocational and Technical Education Act (H.R. 2353). The passage is a key victory for music education as this version of the Perkins Act includes mention of a well-rounded education (established by Sec. 8101 of ESEA). Through enactment of this law, school districts will

need to provide detailed information on how they plan to incorporate a well-rounded education into their career and technical education plan.

By including the well-rounded education language in Perkins reauthorization, we are laying the groundwork for future recording engineers, music producers, audio visual technicians, composers and performers to receive high-quality, specialized music education. The key is that their education should go beyond technical considerations to address music literacy within public schools, supported by Perkins funds. Music technology will play an increasingly crucial role in the 21st century economy, and we must commit to providing access to high-quality technical programming for students who wish to use new technologies in creating, enhancing, performing, and producing the music we love.

**Comprehensive Needs Assessment and Consultation Requirements**

Perhaps the most substantive change from past iterations of the Perkins Act is the requirement that a local school district must conduct a comprehensive needs assessment. The needs assessment must be submitted with the district's application (also known as a local plan) and must be conducted every two years thereafter. Additionally, districts are required to indicate within the funding application how they will support a well-rounded education with their local plan.

Another area that could prove to be helpful for music advocates is the consultation requirement for both the needs assessment the and local plan. This requirement is expanded from the past iteration of Perkins, and suggests that the following groups be consulted: secondary and post secondary educators and support staff; state or local workforce or development boards; businesses and industry representatives; and parents and students.

While the details and procedures for a Perkins needs assessment may be different, the local music education advocacy efforts NAFME has promoted for Title IV needs assessment would apply here. Music educators who feel their programs can benefit from these funds should make every effort to join their school district's needs assessment team. NAFME's Opportunity to Learn Standards can help educators with high school music technology classroom needs. If educators have students interested in pursuing music technology as a career, the College Board lists 55 colleges that offer majors in music technology.

~~~~~

Jaimie L. Abney-Giraldo

~~~~~  
*Fine Arts Coordinator, School District U-46  
355 E. Chicago St., Elgin, IL 60120  
847.888.5000 ext.7007*

U-46 Privacy Disclaimer

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## Supporting Music Education Locally with Title IV-A



## NAfME Public Policy Staff



**Lynn Tuttle**  
Director of Public Policy, Research,  
& Professional Development



**Ronny Lau**  
Public Policy Advisor



**Tooshar Swain**  
Public Policy Advisor

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2. **BIG WIN FOR TITLE IV-A and How Federal Funds Affect You**
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  - What is a 'needs assessment'?
  - OTLs and your district's needs assessment
4. **Needs Assessment Examples**
5. **Share Your Story & Q&A**

## Title IV Part A – BIG WIN because of YOU!

*And...how Federal Funds Affect You Locally*



# A Big Win for Music Education

Congress finally passed a FY 2018 spending bill, which provides **\$1.1 BILLION** for Title IV-A.

This is because of music advocates like **YOU!**

**Our messages resonated through:**

- Hundreds of letters sent to Congress advocating for the full funding of Title IV-A
- 1.6 million people reached through social media, raising awareness about Title IV-A.

| Program          | FY 2018 Enacted | President's FY18 Budget | FY 2018 Enacted | n/a<br>me                  |
|------------------|-----------------|-------------------------|-----------------|----------------------------|
| Title IV, Part A | \$400 Million   | \$0 (Eliminated)        | \$1.1 Billion   | \$1.6 billion (Authorized) |

# FY 2018 Budget

Congress started the budget process "backwards" by drafting appropriations bills for FY 2018 without agreeing on a budget resolution.

After much delay, Congressional leaders reached a bipartisan budget agreement in February.

**What the agreement does:**

- Eliminates sequestration cuts and raises both defense and NDD spending caps for two years.
- The deal allows for a total of **\$131 billion** in **additional NDD spending** for fiscal years 2018 and 2019.

**NDD = "Non-Defense Discretionary"** - Many key-education programs that affect the music education community fall under as a discretionary program.

# The Federal Budget Process

Before federal funding reaches your state and school district, all decisions are made first at the national level...

| Executive Office<br><i>President's Request</i>                                                                            | Congress<br><i>Budget Resolution</i>                                                                                                                                         | Congress<br><i>Appropriations</i>                                                                                                                                                                                                     | Becomes Law                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Federal agencies submit request to the President.<br><br>The President compiles and submits a budget request to Congress. | Congress creates and passes their own budget resolution.<br><br>Budget resolution is <u>non-binding</u> and <u>not law</u> .<br><br>**Sets spending caps for appropriators** | House and Senate appropriations subcommittees receive their top-line spending limits to draft their respective bills.<br><br>Subcommittees draft appropriations bills.<br><br>Appropriations bills passed by both the House & Senate. | Appropriations bills signed into law by President, setting spending for the fiscal year.<br><br>Ideally, the process <u>should</u> be completed by <u>October 1</u> (when fiscal year starts) |

# FY 2018 Spending Bill

**Why is \$1.1 Billion so significant?**

- This figure represents a **250% increase** from last year's inadequate funding level of \$400 million.
- This funding level will provide numerous school districts with the true flexibility they deserve to invest in a well-rounded curriculum, that includes providing access to a sequential and standards-based music education.
- Under this funding level, Title IV-A can finally operate as a **formula grant program** for all states, as intended by law, and eliminates the need for certain states to distribute at a competitive basis.

| Program          | FY 2018 Enacted | President's FY18 Budget | FY 2018 Enacted | n/a<br>me                  |
|------------------|-----------------|-------------------------|-----------------|----------------------------|
| Title IV, Part A | \$400 Million   | \$0 (Eliminated)        | \$1.1 Billion   | \$1.6 billion (Authorized) |



## Funding Breakdown

| Estimated Funding Distribution by School Districts |           |             |
|----------------------------------------------------|-----------|-------------|
| Type of School District                            | FY 2017   | FY 2018     |
| Large Urban School District                        | \$592,000 | \$2,158,000 |
| Midsized Suburban School District                  | \$34,400  | \$94,000    |
| Distant Rural School District                      | \$10,000  | \$19,000    |

*\*\*Although the increase is minor for more rural school districts, they often lack the capacity (no arts administrator or grant writer) to apply for competitive grants.*

*Sufficiently funding Title IV-A eliminates any need for competitive targeting where many rural districts may receive Title IV-A funds, and increases local control over educational investments, such as supporting music and arts.*

## Title IV Part A at the Local Level



## How do federal funds get to my school?

- Federal allocations based on funding formulas in the law
- Allocations go to the states
- State education agencies (SEAs) allocate funds to districts
  - SEAs = Your state's department of education
  - Based on the law's funding formula
  - Based on state law
- Districts apply for the funds
  - Allocate across schools (or not!) based on program law, rules and guidance
  - Can be via a state level competition – e.g. some states in FY 2017 w/ Title IV, Part A
- Funds are distributed via the state education agency

## What is Title IV – A?

- The “Every Student Succeeds Act” (ESSA) includes a new block grant titled Student Support and Academic Enrichment Grants (SSAEG), created under *Title IV, Part A*.
- Designed by a bipartisan effort, this grant will be used to help states and school districts better serve disadvantaged students, including providing access to well-rounded education subjects, which includes music and arts.

5 well-rounded education – the term  
 6 “well-rounded education” means courses, activities,  
 7 and programming in subjects such as English, reading or language arts, writing, science, technology,  
 8 engineering, mathematics, foreign languages, civics  
 9 and government, economics, arts, history, geography,  
 10 computer science, health, career and technical edu-  
 11 cation, health, physical education, and any other  
 12 subject, as determined by the State or local edu-  
 13 cational agency, with the purpose of providing all  
 14 students access to an enriched curriculum and edu-  
 15 cational experiences.  
 16

## What is Title IV-A?

### What it funds:

1. Educational Technology;
2. Safe and Healthy Students;
3. and **Well-Rounded Education**.
  - *First two must spend dollars on evidence-based programs; well-rounded education language is about access for all children; evidence-basis not required*

**How funds are distributed:** Annually by each state to each district through funding formula, based on funding allocations to districts from Title I, Part A, Subpart 2. Funds spent at the district level, not school site level.

## Needs Assessment *Over/Under \$30K*

### School districts that receive an allocation ABOVE \$30,000:

1. **MUST** conduct a needs assessment
2. Expend 20% on well-rounded;
3. Expend 20% on safe & healthy activities
4. The remaining 60% of the money can be spent on all three priorities, including technology.
5. There is a 15% cap on devices, equipment, software and digital content.

### School districts that receive an allocation UNDER \$30,000:

1. Not required to conduct a needs assessment
2. No set-aside percentages for well-rounded and safe & healthy activities.
3. Districts must spend money on activities in at least one of the three categories.
4. 15% technology cap continues to apply.

## Needs Assessment

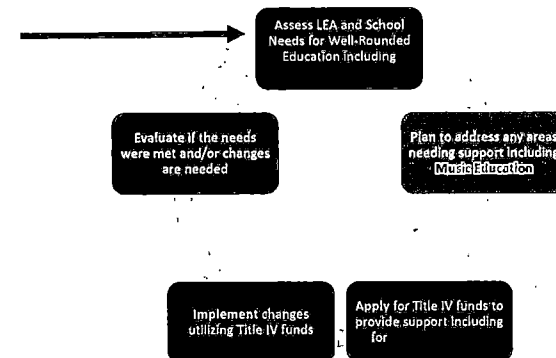
### Sec 4106. – Local Educational Agency Applications

(a) ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall—

1. submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and **complete a needs assessment** in accordance with subsection (d)

**NEEDS ASSESSMENT** - Used to *“examine needs for improvement of access to, and opportunities for, a well-rounded education for all students;”*

## Needs Assessment



## Title IV, Eligible Use of Funds



- The **Opportunity-to-Learn (OTL)** standards
- Each category provides OTL standards or indicators describing “**basic**” or “**quality**” music education programs.
- Title IV, OTLs & You Webinar Archive!
  - <https://nafme.org/advocacy/public-policy/>  
(Under, NAFME Advocacy Webinar Series)

| Areas Addressed         |
|-------------------------|
| Curriculum & Scheduling |
| Staffing                |
| Materials & Equipment   |
| Facilities              |

## Suggested Needs Assessment Steps with OTL Checklist

1. **Determine who should participate** in your music education needs assessment
  1. All Music Teachers? Music Supervisor? Curriculum Coordinator? Superintendent? Principals? School Board Members?
2. **Determine which sections of the OTL standards apply to your programs**
  1. Sections broken out by grade levels (general music) as well as content area (2014 Music Standards)
3. **Start local first.** Have all music educators from your district fill out the checklist for the music education offerings at their schools.
4. **Compile the local findings and compare** – are there discrepancies of OTL supports across your district?
5. **Build summary of the local program-specific OTL findings, and work as a committee to determine the district-wide OTL supports**
6. As a committee, **determine priorities of stated needs**

### Facilities (All-Grades & All-Content Areas)

| Basic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Quality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spaces used for music instruction are adequate in size to accommodate the largest group taught, and have: <ol style="list-style-type: none"> <li>1. Appropriate acoustical properties. Each room is acoustically isolated from by an acoustical barrier or wall with a Sound Transmission Classification (STC) of 50 or more.</li> <li>2. Appropriate lighting and ventilation: Lighting and ventilation systems do not exceed Noise Criterion levels of 20 for auditoria or other rooms designated for performances, and 30 for classrooms, rehearsal rooms, and practice rooms or studios.</li> </ol> | <ol style="list-style-type: none"> <li>1. Separate spaces are provided for music instruction and music performance. Performance venues are adequate to accommodate the largest group taught and have appropriate properties of acoustics, lighting, secure storage, and sound.</li> <li>2. At least one performance venue is available that provides seating for the entire school population.</li> <li>3. Individual areas, with access to recording equipment, are provided for the purpose of student assessment.</li> <li>4. Students have access to high-quality performance venues at least once a year to enable them to present academic accomplishments to the public.</li> </ol> |

### Summary Table Example

| Category                | Limitation                                                                                | Immediate Impact on outcomes                                         | Long-term resource solution (request)       | Funding Source                                  |
|-------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------|
| Curriculum & Scheduling | Unequal instructional minutes distribution in the elementary music classes across schools | Inequity of opportunity for students                                 | Work with the board on scheduling changes   | Might need 1 additional teacher – but still TBD |
| Staffing                |                                                                                           |                                                                      |                                             |                                                 |
| Materials & Equipment   |                                                                                           |                                                                      |                                             |                                                 |
| Facilities              | Lack of acoustical buffers in 2 of 4 high school instrumental programs                    | Quality of sound – for both participants and remainder of the school | Request funds for the needed acoustic tiles | Title IV-A                                      |

**Longwood Central School District**  
**(New York)**



**Examples of Local Needs Assessments**



**Stakeholder group consisted of:**

- Director of Fine Arts
  - (Surveyed music educators via email for similar requests)
- Three Assistant Superintendents
- Three other Curriculum Directors

**Well-Rounded Needs Assessment Result & LEA Application Requests:**

- Musical Instruments & Equipment
- Professional Development, specifically salary rates during teacher training

*All requests adhering to New York's Learning Standards in the Arts (adapted from 2014 National Standards)*

**Davidson County Schools (North Carolina)**

Davidson County Schools (NC) completed a comprehensive needs assessment survey in November 2017, as a part of our application for ESSA Title IV, Part A funds.

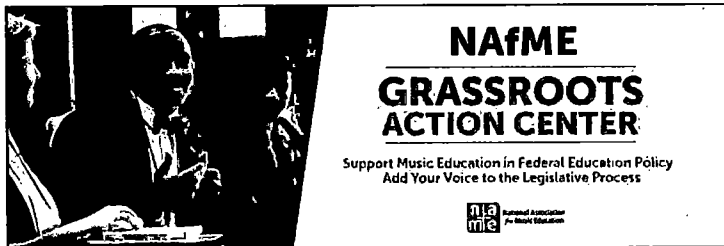
The needs assessment survey included input from a stakeholder group representing students, parents, principals, instructional program specialists, a faith based organization, community based organizations, and representation of local government.

The stakeholder group discussed the three main parts of Title IV including a well-rounded education, safe and healthy students, and supporting the effective use of technology.

Questions for the stakeholder group were organized into three sections representing each major section of the subpart in Title IV. Before beginning the needs assessment, the stakeholder group was given the opportunity to delete or expand questions based upon their understanding of the purpose of the grant.

**All Federal Funding Requests:**  
**A Reality Check**

- Limited amount of funds
  - Supplemental funding – can't replace funds already available
  - Large list of requests – not just music education requests
- ✓
- Be Polite, Be Accurate in your Needs Assessment, Be Collaborative



Here you will find different ways on how YOU can:

- Support Music Education in Federal Education Policy!
- Be Involved With the Legislative Process!
- Engage Your Members in Congress!

<https://nafme.org/advocacy/grassroots-action-center/>

## **Tell Us Your Story!**

Did you receive Title IV-A dollars to support your music education program? Tell us your success story!

- How much funding did you receive?
- What was the funding used for?
- How has it benefited your students?
- How has it benefited you as an educator in providing a well-rounded education?
- By the OTL standards, are you closer to providing a "quality" music program?

[bit.ly/TitleIVstories](http://bit.ly/TitleIVstories)

**\*\*Case Sensitive\*\***

## **Questions**



## **Quiz Link**

*As always, music educators can complete a short quiz after the webinar to receive recognition for professional development valued at one contact hour.*

[bit.ly/2HljU0x](http://bit.ly/2HljU0x)

**\*\*Case Sensitive\*\***

## HARDIN STACI

---

**From:** Smith, Kaleb <smithka@qps.org>  
**Sent:** Tuesday, December 18, 2018 9:43 AM  
**To:** Perkins  
**Subject:** Perkins Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To whom it may concern,

In regard to the Program Quality Indicator for the new Perkins plan. I believe only work-based learning should be used as the quality indicator for this area. Not all programs have post-secondary credentials that are valid and recognized by employers, and not all Community Colleges are willing to develop Dual-Credit agreements. If all the indicators are used we would have several cases of areas that easily meet the indicators, while we would have areas that would not have the resources or capabilities to meet the indicators.

If the State does want to use all the indicators, then I believe they should be weighted, with work-based learning being weighted the highest and the others being weighted lower.

The State could have work-based learning as the primary indicator, but the other indicators could be used as funding boosters to grants. So if an EFE system scores high enough in those areas, they could earn additional funding. Missouri uses a similar setup.

Also, there needs to be sessions structured for EFEs, Community Colleges, and IWIBs to participate together and assist them in the joint planning.

Best,

**Kaleb Smith**

*Director WCR/QAVTC*



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

## HARDIN STACI

---

**From:** Smith, Kaleb <smithka@qps.org>  
**Sent:** Tuesday, December 18, 2018 10:00 AM  
**To:** Perkins  
**Subject:** Perkins Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To whom it may concern,

Will the definition of post-secondary recognized credentials be clearly defined? If so is there any flexibility in allowing locally developed credentials to meet that indicator?

In recent meetings with local employers we are learning that many of the traditional credentials are either out-dated or irrelevant. We could offer the credential, but our local employers will not see value in them. We have developed local certificates that students can earn, that have been developed in partnership with local employers.

I think Career Centers need to be empowered to develop their own credentials. This would give the Career Center model more value and allow for more flexibility in what credentials can be offered to students.

Best,

**Kaleb Smith**

*Director WCR/QAVTC*



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

*The WCR/QAVTC mission is to provide career and technical education programs students can continue to build on to establish future career goals.*

*Our goal is to meet the career and technology needs of all learners - high school and adults.*

## HARDIN STACI

---

**From:** Travis McGuire <tmcguire@hbr429.org>  
**Sent:** Tuesday, December 18, 2018 10:09 AM  
**To:** Perkins  
**Cc:** Cassie Blickem  
**Subject:** Perkins V Comments

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Good morning,

After viewing today's webinar, please see the comments below. I truly appreciate the flexibility that this webinar provided in our busy schedules. Thanks for this opportunity.

Please accept the content of this email as input from the field as you write the Perkins V FY20 transition year plan for Illinois.

As one of 18 members of Valley Education for Employment System (VALEES, #130), two area vocational centers and a special education cooperative in its five-county area of Illinois, Hinckley-Big Rock CUSD #429 (HBR) is reiterating VALEES suggested components to include in the Perkins V FY20 transition year plan for Illinois as well as adding additional insight from a district perspective.

Specific feedback for the state planning purposes include:

- **Align Perkins V activities, definitions, deliverables, and career pathways with those in the PWR Act's On Pace To Thrive framework and with the ESSA College and Career Readiness Indicators.**

For example, when designating the Perkins V Secondary Core Indicators of Performance measure of "CTE program quality" all three measures should be included – recognized credential, postsecondary credits, and work-based learning.

Since the program quality measure choices in Perkins V align with three of the indicators for the CCRI, it would be ideal for local districts to have flexibility in meeting the Perkins program quality measure by using any one of the three measures.

Within a local district, CTE programs vary in their delivery and opportunities. One CTE program at the local level may include work-based learning as a requirement, for example the practical experiences required of most health occupations programming, while another CTE program in the same high school may include dual credit with the local community college or may result in a credential such as the OSHA-10 safety card.



HBR was a contributing member district in the creation of the PWR Act and we truly believe and strive to incorporate many aspects of the On Pace to Thrive framework. The flexibility throughout the PWR Act is evident and a direction that ISBE should continue to reinforce. As we provide additional flexibility towards meeting stated outcomes in the classroom, ISBE should be a leader in modeling this approach.

- **Maintain the secondary and postsecondary split of Perkins V funds at previous levels - 60% of local funds for secondary and 40% of local funds for postsecondary.**
- **Allow additional grant funds and flexibility in allowable expenditures for Career and Technical Education programming at the elementary/middle school level.**

Currently, the Career and Technical Education Improvement grant elementary allocation is the only state or federal source of funding for elementary career activities in Illinois. Offering exploratory CTE programs at the middle school level assists our high school programs in garnering interest, excitement and enrollment. Our middle school CTE programs could use the support of additional grant dollars and the flexibility to use those dollars as sub-grantees at the local level see fit. Currently, the elementary allocation allowable activities are very restrictive.

Offering additional grant funds and flexible funds at the elementary/middle school level is also critical for our region in meeting nontraditional Perkins performance indicators. Recent VALEES (within the past two years) activities targeted to those students nontraditional for a field, at both the local and regional level, have met with low interest and struggling attendance. Counselors and teachers that recruit for these events have reported that students are not interested in trying a one-day or half-day career exploration event in a nontraditional by gender career field. In the VALEES region, educators are anecdotally reporting, that by 9<sup>th</sup> grade students have made the gendered decisions about careers that we are working to combat with Perkins V.

Additionally, the On PaCE to Thrive framework from the PWR Act begins in the eighth grade. Schools must have the flexibility to use grant funding to support middle grade programming especially as it is part of the PaCE continuum and contributes to the interest and success of CTE students including those who are nontraditional by gender.

At HBR, we have incorporated career readiness activities throughout our K-12 District. Our model can be found here, <https://www.hbr429.org/domain/624>. Our commitment towards career readiness should be supported through ISBE's Perkins V plan.

- **Do not use the local Reserve Funds allowance.** For the first time in the State's Perkins plan, the FY19 Illinois Board of Education Revision to State Plan for Perkins indicates on page 77, ISBE's intent to establish a Perkins Secondary Reserve Fund "for innovative CTE programs, programs, program delivery and /or CTE program expansion to meet critical workforce development needs."

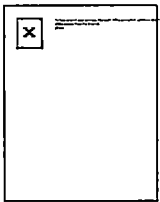
As of the writing of these comments, at the midway point of FY19, no additional opportunities for competitive CTE grants to LEAs have been advertised through or to EFE offices.

The Reserve Fund competitive grant allowance concerns me for two reasons: 1.) the Illinois State Board of Education College and Career Readiness division is persistently understaffed. Without a properly staffed department, a new competitive grant application process including writing the RFP, reading applications, making awards, monitoring awardees, and maintaining grant records is burdensome and unlikely to be done well. 2.) as of the writing of these comments, the VALEES office has not received a state Career and Technical Education Improvement grant payment for FY19. In FY18 our first payment was received at the end of January – seven months after our fiscal year and our grant activities started.

We need access at the regional and local level to all our federal monies while the state is behind in CTEI payments.

- **Eligible recipients of Perkins V funds including local districts, EFEs, and community colleges should be allowed to partner to develop the Comprehensive Needs Assessment for the region.** According to the Advance CTE and ACTE Legislative Summary and Analysis of the Perkins V law, the Comprehensive Needs Assessment “is the largest addition” to the Local Application section of the law. To complete the Comprehensive Needs Assessment well will require a great deal of CTE staff and stakeholder resources. Ideally, a regional approach to completing the Comprehensive Needs Assessment will be permitted by both agencies - Illinois State Board of Education and the Illinois Community College Board.
- **Textbooks as permissible use of grant funds when CTE courses are aligned to a credential or to postsecondary credits.** As local districts implement the CTE program quality measures of Perkins V and the indicators within CCRI, textbook expenses for alignment to industry recognized credentialing standards such as NATEF for automotive or to postsecondary credit opportunities with local community colleges can pose barriers. When a textbook purchase is needed to meet the CTE program quality measures in Perkins V, textbook purchases should be allowable.
- **Currently, the only work-based learning course that is part of an approved CIP code for CTE funding purposes is cooperative education.** Perkins V emphasizes work-based learning by making it a choice for the CTE program quality measure, a 60-hour Career Development Experience is a readiness indicator in CCRI, and the On PaCE to Thrive 12<sup>th</sup> grade framework benchmark includes “obtain an internship opportunity.” Local districts should have increased opportunity to offer a variety of work-based learning that meets the CCRI definition and the Perkins V measure of program quality while being able to fund work-based learning activities with grant dollars and having student enrollment generate grant dollars.

If you should have any questions, feel free to contact me.



**Dr. Travis L McGuire**  
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Every Royal's Voice [December 14th - High School Parent](#)



My latest post: [Personalized Learning](#)



Latest Tweet: Enjoying the @HBRHS429 Holiday Concert. Great job Wind Ensemble. #WeAreHBR #RoyalPride <https://t.co/KsNy0EB7WE>

[Read More](#)



## HARDIN STACI

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**From:** Smith, Kaleb <smithka@qps.org>  
**Sent:** Tuesday, December 18, 2018 10:10 AM  
**To:** Perkins  
**Subject:** Perkins Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

One issue is developing low-cost/free dual-credit opportunities. Some community colleges are charging full tuition even though the High School Teacher is teaching the class.

I think more joint sessions/workshops for Community Colleges and High Schools/EFEs to attend together and develop joint programs. I feel if the State structures continuing events the partnerships are more likely to foster and continue.

### **Kaleb Smith**

*Director WCR/QAVTC*



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

*The WCR/QAVTC mission is to provide career and technical education programs students can continue to build on to establish future career goals.*

*Our goal is to meet the career and technology needs of all learners - high school and adults.*

## HARDIN STACI

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**From:** Smith, Kaleb <smithka@qps.org>  
**Sent:** Tuesday, December 18, 2018 10:10 AM  
**To:** Perkins  
**Subject:** Perkins Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

We need additional training and workshops for Teachers coming out of industry, who do not have any experience or training in education.

**Kaleb Smith**

*Director WCR/QAVTC*



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

*The WCR/QAVTC mission is to provide career and technical education programs students can continue to build on to establish future career goals.*

*Our goal is to meet the career and technology needs of all learners - high school and adults.*

## HARDIN STACI

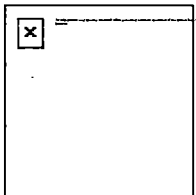
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**From:** Amanda Mendez <amendez@arcolaschools.com>  
**Sent:** Tuesday, December 18, 2018 10:18 AM  
**To:** Perkins  
**Subject:** Perkins V overview

Is the full ppt available somewhere from the webinar? There are slides missing from the link I found at <https://www.isbe.net/Pages/Career-Technical-Education.aspx>.

Thank you!

--  
**Amanda Mendez**  
School Counselor  
Arcola Jr/Sr High School



## HARDIN STACI

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**From:** Rachel Williams <rwilliams@midland-7.net>  
**Sent:** Tuesday, December 18, 2018 10:56 AM  
**To:** Perkins  
**Subject:** Perkins Grant Allocations

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To Whom It May Concern,

I am a high school counselor in a consolidated district near Peoria Illinois, and I would like to share my experiences working with students in order to possibly assist in a direction for this grant's future funds.

I work with students on a daily basis to try and prepare them for future endeavors, college, career, and even military options. When assisting students with colleges, they have access to scholarships that seem endless, but for the students that pursue the career and straight into the workforce option, I feel we leave them with little options.

In the past couple years we have been cutting programs at the high school due to a lack of state funding which causes less money to employ teachers and essentially the dissolving of our CTE and fine arts programs. It is hurting the options our students can pick from when selecting classes to link to careers and often what is left is of no interest to them. We have around 200 students and 15 teachers. I would love to offer more options and funding to our CTE programs at the high school level could help alleviate the financial load of our district to offer more options to our students, while they are still in high school. If the financial load is lifted in certain areas, it could help re-energize our youth about their education and future career options.

I thank you for the time and consideration you are investing while looking into the financial options that best suit the students within our communities. I hope this feedback assists you in this pursuit.

--

Rachel Williams, BSW, MA. HDC.  
Midland High School Counselor  
[rwilliams@midland-7.net](mailto:rwilliams@midland-7.net)  
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## HARDIN STACI

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**From:** Kelli Massie <massie@floraschools.com>  
**Sent:** Tuesday, December 18, 2018 10:58 AM  
**To:** Perkins  
**Subject:** Perkins V Feedback  
**Attachments:** Perkins V.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Please find the attached document Perkins V.  
Thanks

--  
Kelli Massie  
EFE # 490 System Director  
(Clay, Jasper, Richland, North Wayne Regional Delivery Systems)  
Cell: 618-516-3183  
Office: 618-662-4059

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## Thoughts on Perkins V

Allow money for facility upgrades. (Ex. Rewire welding shop, build greenhouse to expand class offerings)

Dual credit teachers personally do not have an incentive to teach dual credit courses. Would there be a way in Perkins V to give a dual credit instructor a stipend or any other form of compensation?

The purpose of new Perkins is to develop more fully the academic knowledge and technical and employability skills of secondary education students. With that purpose... Would there be a way to implement a new class that could utilize funds that would generally cover employability/soft skills? A career and tech ed general course so any area could instruct. That would be huge for schools and really help business/industry and any workplace for that matter.

Allow funds to be utilized for meeting expenses, including meals. (Ex. Bookkeeper meetings, Board of Control, College/Career Fair, Region meetings, especially with the anticipated planning meetings involving all stakeholders. A little hospitality goes a long ways)

In obtaining CTE teaching degree, inform students of the 2000 hours of work experience needed to be a fundable program.

### Perkins V Bullet Points

- Maintain split of money between k-12 and CC's or increase to k-12 favor
- Allow rules for spending money on CTSOs ~~(All of our high schools would benefit with money spent on CTSOs)~~
- Allow for money to be used to buy textbooks ~~(great idea)~~
- Allow money to be used to fund more elementary programs (minimum amount) ~~Minimum amount should be deleted~~
- Allow up to \$1000 to be used to market and promote CTE programs ~~(promoting CTE programs could also lead to more positive advertising and higher community outlook)~~
- Allow presentation technology consistent with industry use to be purchased
- Align state goals and spending allowances with the federal goals and spending
- Be cautious in setting performance goals and targets as there is no lowering once they are set
- Allow Certifications to be paid with Perkins Funds ~~This would be very beneficial in our rural area and may help increase the number of electives offered.~~
- Add funds for innovative practices around programs of study
- Edit course 22004A001; remove language about dropout prevention so this can be used WBL experience classes that are not necessarily Cooperative Education



- Include a CTE state course code for Career Exploration. There are several NON CTE coded courses in the course catalog. I would suggest this course as a CTE course (currently non), available in all CTE CIPS to allow for this to be a Perkins/CTEI funded course. Employability skills are mentioned several times in Perkins V The lack of employability skills is brought up on numerous occasions with our local business and industries. Soft skills are needed and students are not receiving this at home.
- Look into how Perkins can work with other federal programs that we may be missing out on as a state such as the WECEP Program.

## HARDIN STACI

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**From:** Dan Ballard <[d Ballard@mths.us](mailto:d Ballard@mths.us)>  
**Sent:** Tuesday, December 18, 2018 3:11 PM  
**To:** Perkins  
**Subject:** Illinois Perkins Grant

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Hello,

My name is Dan Ballard and this is my first year teaching in the CTE department, I was formerly a math teacher and before that was a computer engineer at Caterpillar Inc.

This year has been the most enjoyable year of my teaching career in that I have been able to see students work on hands on activities that involve skills that they have learned in the math classroom. Math comes alive to these students in the CTE classroom and it is EXCITING to see as a former math teacher.

One of the most valuable things about the CTE department is that it allows students to experience multiple career fields before going to college and investing a lot of money into a career that they are not interested in. In fact just today I had a conversation with a student who said computer programming would not probably be what he pursues in college. I was happy that didn't waste his time and money pursuing that. On the flip side I have had so many conversations with future engineers and computer scientists about my experience in the industry and have actually got to hook some of them up with fellow colleagues in job shadowing.

All in all, CTE is an essential and incredibly valuable asset to have at the high school level. Students have to make these huge career decisions at such an early age and CTE can help immensely in guiding those decisions.

Thank you for you time and concern for this area, best holiday wishes to you and your family,

**Dan Ballard** | Computer Science, Engineering, & Math Teacher  
Metamora Township High School | [www.mths.us](http://www.mths.us)  
[d Ballard@mths.us](mailto:d Ballard@mths.us) | (309) 367-4151

## HARDIN STACI

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**From:** Debbie Canna <canna@macspartnerhip.com>  
**Sent:** Wednesday, December 19, 2018 12:18 PM  
**To:** Perkins  
**Subject:** Perkins V suggestions  
**Attachments:** Perkins V ISBE Suggestions (1).docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Debbie Canna  
MACS System Director  
Moraine Area Career System  
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Twitter @MACSOoffice

CTE State Vision Ideas: "How do you want to change the World?" (once students identify their passion, they can work towards identifying their place in the world) OR "Choose Your Future". Either way the vision should apply to all students, not just students in our classes. If the dialogue starts with careers, we can move away from silos of academic vs technical training.

#### Comprehensive Needs Assessment

1. Look into how Perkins can work with other federal programs that we may be missing out on as a state such as the WECEP Program.
2. Illinois should adopt all 3 program quality indicators: concentrators graduating with post-secondary OR Industry recognized credential, post secondary dual credits in the relevant CTE program, and work-based learning experience or career development experience.
3. System building activities need to be allowable to evaluate after the freshman cohort graduates (5 year cycle of evaluation)
4. The needs assessment should be done at the EFE regional level, not district level.
5. Match additional innovative Perkins dollars (up to 5%) to PWR funding to create a new line of funding for regional innovation. (see #19)
6. Be sure that indicators in Perkins V align with the indicators across ESSA, PWR, etc. We need to focus on the same set of indicators across all programs
7. Align state goals and spending allowances with the federal goals and spending
8. Be cautious in setting performance goals and targets as there is no lowering once they are set
9. Rubric based process with funding

#### Labor Market Needs

10. Work with AIR to evaluate potential of their GIS statewide analysis of labor market needs and available programs for a model for Illinois to consider.
11. Consideration of high enrollment CTE classes (Cosmetology) that are not high on labor market needs (was brought up at SDLC) Do we want to include fashion on this, or not? Cosmetology jobs are not going away (they are "non-fungible" to use Thomas Friedman's words), but fashion jobs will continue to be a small percentage of the labor market
12. Encourage new CTE courses in areas of developing technology, such as AI/Quantum Computing, Nanotechnology, blending of IT and Applied Tech (Industry 4.0). This also aligns to #15.

#### State Leadership

13. Align ISBE to the 7 PWR career pathways
14. Structure CTE programs as Honors Credit for higher level training courses (we need balance against the emphasis on AP classes as a designation of school improvement)
15. Update pathways to reflect Modern CTE, ie: cybersecurity, solar energy/renewable energy
16. Include CTE on line e-books as allowable costs

Commented [1]: hi should we remove the reference to tuition

Commented [2]: Yes, I would like to delete that reference to allowing grant funds for tuition

Commented [3]: I removed the old #30 referencing "tuition" oops??

Commented [4]: ok

Commented [5]: Who can clarify what #41 means?

Commented [6]: #2 should we add "completing a career development experience" to the WBL reference?

??

Commented [7]: WBL is a separate category in Perkins V

17. Provide guidance and funding for industry recognized certifications for students
18. Consider aligning the equipment threshold to the federal GATA regulations, which is \$5,000 or greater per item. Currently, the state threshold is \$500, which is extremely low in light of current purchases, especially when it comes to robotic equipment.
19. Allow the reserve fund to be used for innovation. Add funds for innovative practices around programs of study. Consider ways to incentivize innovation from the fund.
20. Increase/Change # of Carnegie units allowable per state course id (currently .5 up to 3 depending on course) (I think this has already been done. Marci said that "seat time is gone. A course is whatever the district calls it.")
21. Maintain split of money between k-12 and CC's or increase to k-12 favor
22. Allow presentation technology consistent with industry use to be purchased

#### **Career Development**

23. Include both Career Exploration Activities and Career Development experiences as approved costs (per Illinois Career Pathways Dictionary), including allowing paid and/or unpaid internships as approvable costs, and workplace skills assessments as approvable costs.
24. Work with Higher Ed to have unit included in Counselor Masters Programs in Illinois courses that covers labor market information in light of middle skills requirements for employment and career development, also Career Clusters and Holland Wheel tools.
25. Create presentation to use in IASA School Board Conference, Superintendent state meetings, and IPA conferences on labor market information in light of middle skills requirements for employment and career development. (Cite Georgetown studies' data, Good Jobs That Pay Without a BA, Career Pathways: Five Ways to Connect College and Careers, Certificates in Oregon)
26. Instead of asking what college students plan to attend, ask them what career they want, and then help them map a way to achieve that. Some Principals evaluate counselors on the number of college applications, and skip over the career development component which is the most important piece. Emphasis on the PaCE Framework (for all students) which gives equal weight to Career Exploration & Development, Financial Aid & Literacy, and Post-Secondary Education, Exploration, Preparation, and Selection.
27. Allow EFEs to use grant funds to promote CTE and Careers
28. Allow money to be used to fund more elementary programs (minimum amount)

#### **Early College Credit**

29. To increase Dual Credit opportunities, ISBE and ICCB need to work together to align adjunct professor requirements with secondary CTE teacher licensure

#### **Teacher Shortage**

30. Use a program like teacher extern or VIP program to qualify teachers for CTE courses, including reinstating insurance to cover participants at business sites.
31. ELS(CTEP) allows for instructors to teach only grades 11-12 and should be 9-12 to accommodate the CTE teacher shortage.

32. ELS/CTE Licensure for PEL qualified teachers who have industry credentials related to the content of the course area or CIP specific training similarly set up to PLTW training (2 week intensive summer training on specific course content )
33. PEL in any area with above mentioned training
34. Reserves used for alternate program of training teachers

#### **WBL**

35. Reframe WBL closer to career guided workplace learning for the indicator
36. Add approved course across CIPS for paid or unpaid Internship (1 semester) and allow funding for internship experiences
37. Credit or allowances for integrated team teaching that is reflective of industry and supports work based learning experiences for students.
38. Develop and/or adopt professional skills units to be incorporated into all areas of CTE curriculum for workplace skills (Illinois Employability Skills and CCPE Technical and Essential Employability Competencies). And allow grant funds for workplace skills assessments.
39. Allow funding for CTSO's for student participation
40. Allow funding for Team Challenge experiences
41. Include a CTE state course code for Career Exploration. There are several NON CTE coded courses in the course catalog. I would suggest this course as a CTE course (currently none), available in all CTE CIPS to allow for this to be a Perkins/CTEI funded course.

## HARDIN STACI

---

**From:** Martha Eldredge-Stark <meldredgestark@maine207.org>  
**Sent:** Wednesday, December 19, 2018 12:44 PM  
**To:** Perkins  
**Subject:** Input on Perkins V

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

I believe it is essential that we align our Perkins V plan to the PWR Act, encouraging schools' implementation of the PaCE Framework for *all* students, and aligning our CTE areas to the 7 career pathways the PWR uses for the College and Career Pathway Endorsements.

It is also essential that we incorporate new CTE courses and pathways that lead to 21st century skills in areas of developing technology, such as AI/Quantum Computing, Coding, Amazon Web Services, and Nanotechnology - *and* that we recognize Industry 4.0 integrates IT and Applied Tech, so our teacher licensure should recognize skills.

Martha

Martha Eldredge Stark  
Executive Director, NSERVE  
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## HARDIN STACI

---

**From:** Appel, Gayle <appelg@ohts.us>  
**Sent:** Thursday, December 20, 2018 8:35 AM  
**To:** Perkins  
**Cc:** Appel, Gayle  
**Subject:** Input for Perkins V

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

This email is in response to the new Perkins V legislation ....

First and foremost, our system and schools are very appreciative of the Perkins funding that we receive each year. Both the Perkins and CTEI funds greatly support our high school CTE courses and programs. The continued flow of these funds, with the same current split, at the very least, (60% Secondary and 40% Post-secondary), is imperative to support and maintain updated CTE resources, equipment, supplies/materials, professional development, etc. within our schools.

After listening to a couple presentations and reading through the Perkins V Official Guide, one item that has resonated is the implementation of the Needs Assessment. I know that the state will be developing this instrument. Will local Systems be able to add to the needs assessment to possibly fit their region better? I don't believe that system's should be able to take away from the state-developed needs assessment, but there might be additional areas of focus that Systems would like to assess and if given the flexibility to do so, it could be advantageous to the local System. I also think that Systems should be able to write their local goals and objectives to not only meet the needs at the local level, but the needs at the state level. We need to make sure that we are preparing a workforce for not only our local region but the State of Illinois and quite honestly, the entire Midwest region. We can't assume that our students will be staying in their home town for the rest of their lives.

As a fairly new System Director (4 years), I would like to share items of interest/limitations that I feel could be improved with Perkins V. These items have been barriers that I have experienced after working with the grant for four years. In addition, these frustrations occur when I hear that the post-secondary level doesn't have the same type of limitations that we have at the secondary level. Furthermore, it is frustrating when other states share different areas in which they are allowed to spend their dollars and we are limited in that area. I personally believe that some of the limitations imposed on the secondary level is holding back our CTE programs.

1. **Up-to-Date Programs of Study** – This might fall under the dollars that can be used for innovative programs, but I encourage ISBE to always update their curriculum offerings and add Programs of Study that are relevant to the workforce needs. Currently a huge need is in the field of Cybersecurity, yet there is only one course in the entire State Course Catalog that has the word Cybersecurity in it and it is an AP Computer Science course – a NON-CTE course. I also am not certain the rationale behind not allowing all PLTW courses/programs as part of a CTE CIP.
2. **Teacher shortages** – There should be some revisions made to the requirements for a Provisional and Part-Time CTE Certification. Specifically with the Provisional and only valid for grades 11-12. This should be open for grades 6-12 as it is with the part-time provisional. I also believe that there should be some overlap of CIP's among the content areas. There are courses in the



Technology and Engineering Education (Industrial) Area that could easily be within the Business Area also. Specifically, CIPs 10.0202, 10.0303, and 50.0102 could easily be taught within the Business Area by a Business Instructor. Allowing schools and systems to have that flexibility would be appreciated.

3. **State Leadership Activities** – I would love to have PD in the areas of writing the grant and breaking apart the different pieces of the performance indicators. I would like a bank of awesome goals and activities that could be referenced by System Director's.
4. **Textbooks** – Currently, schools cannot use grant funds for textbooks. I do not know when this stipulation was added to the guidelines nor why it was added, but schools are definitely in a different financial status and capabilities from 10 years ago. In my previous role as Director of Curriculum and Instruction, there used to be a textbook loan program that we could use to help offset the cost of textbooks. In addition, we had a block grant that could be used to purchase textbooks. These two funding sources are no longer available to our local schools and departmental budgets have been cut.

It is my goal to improve CTE programs and I believe one variable in the equation is an up-to-date textbook. Some textbooks currently being used are older than the teacher in the classroom. ISBE might argue that it is the school's responsibility to purchase textbooks if they do for all of the other academic programs. While that might be true, unfortunately, schools aren't purchasing any textbooks. If a percent of grant funds could be used to purchase new textbooks, then our CTE students won't be behind. Our CTE programs need to remain up-to-date.

Dual credit in some of our computer classes is in jeopardy if schools aren't using up-to-date software. In our region, secondary schools can only be one version behind what the community college is using or the dual credit agreement no longer exists. Being able to purchase textbooks, allowing teachers to have up-to-date curriculum will bring life back to some of our CTE programs. In our business courses, I don't believe that we want our schools to still be teaching Office 2003 when Office 2013 is available. I also want my schools to be thinking of new programs that can be added to their current CTE offerings. I want to be able to support every facet of the new program, including the textbook.

I encourage ISBE to rethink this area and allow local schools to use a portion of their funds. After all, it clearly states in the Perkins V legislation that a local use of the funds may include, appropriate equipment, technology and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials AND making all forms of instructional content widely available, which may include use of open educational resources.

5. **Marketing CTE Programs** – I would like to see some allowance for purchases that promote our CTE programs. For example, our system hosts a Welcome to the Real World event in which close to 800 students attend. It would be nice to be able to spend a small amount of funds on pens that promote CTE and the event. CTE Month occurs every February, it would be nice to be able to purchase items for the schools and teachers that 'market' CTE. I believe there needs to be a limit on the amount of funds for this purpose, but instead of zero dollars, possibly a percent or a set dollar amount could be used.

6. **Support of CTSO's** – In the last two years, schools were limited on the amount of grants fund that they could use to support the advisor/CTE Teacher attendance at a CTSO Conference. The amount that they could claim could be no more than the amount of time that the teacher was in teacher-related PD. I encourage ISBE to remove this stipulation and allow more flexibility in regard to supporting CTSO's. As reported by ACTE, research shows that the more students participate in CTSO activities, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills. Perkins V legislation allows for expanded support for CTSOs and I hope that ISBE doesn't put strict restrictions on using these funds.
7. **Elementary Programs** – I am not opposed to designating a certain amount of funds for career exploration, etc down to grade 5. Possibly a similar formula could be developed for Perkins funding as it is with CTEI.
8. **Industry Certifications** – I greatly appreciate the allowance of dollars being able to be used for industry certifications. I do think 5% is a little low.
9. **Performance Targets and Goals** – Please be realistic when setting performance targets. Also, what mechanism is in place to determine the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary, advanced training, military, etc? How will local schools be able to determine this percent? And/or how can secondary schools be held accountable for this number.

Regarding academic performance, will there be a better method in place for writing goals rather than referring back to data that is two years old?

I will close with my final thoughts .... Within the federal guidelines, there is flexibility in planning and carrying out elements that support the implementation of CTE programs and programs of study. I encourage ISBE to continue that flexibility in alignment with the federal guidelines and not restrict local systems as we have been in the past.

Thank you for the opportunity to provide feedback and input regarding Perkins V.

**Gayle Appel, System Director**

Southwestern Illinois CTE System EFE #460

600 South Smiley

O'Fallon, IL 62269

(618) 632-3507 Ext 225

[appelg@oths.us](mailto:appelg@oths.us)

## HARDIN STACI

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**From:** Jon Furr <jfurr@niu.edu>  
**Sent:** Thursday, December 20, 2018 8:54 AM  
**To:** Perkins  
**Cc:** Beth Swanson; John Rico (johnrico@ricocenterprises.com); Beth Swanson; REYNOLDS MARY; JOHNSON MARCI; brian.durham@illinois.gov; whitney.thompson; Emily Rusca; jfurr@niu.edu  
**Subject:** Preliminary Perkins V Recommendations: P-20 Council CCR Committee  
**Attachments:** CCR Perkins Reccomendations 122018 Submission.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

All-

The attached document includes preliminary recommendations from the Co-Chairs of the P-20 Council's College and Career Readiness (CCR) Committee, Beth Swanson of the Joyce Foundation and John Rico of Rico Enterprises, and Education Systems Center at NIU, as staff for the CCR Committee. While these recommendations have been developed in consultation with various stakeholders they have not been reviewed by the full CCR Committee. In early 2019, the CCR Committee will consider these recommendations and submit a revised version to ISBE and ICCB. We look forward to continued engagement with ISBE and ICCB on the State's Perkins V plan in 2019.

Thank you,



**Jonathan Furr**  
**Executive Director**  
105 W. Madison St., Suite 1700, Chicago, IL 60602  
**O:** (312) 888-2319 | **M:** (312) 823-4047 | **E:** [jfurr@niu.edu](mailto:jfurr@niu.edu)  
[@EdSystemsNIU](mailto:jfurr@niu.edu) | [EdSystemsNIU.org](http://EdSystemsNIU.org)



### P-20 Council College and Career Readiness Committee

#### Preliminary Recommendations from Co-Chairs and Staff for Aligning the State's Perkins V Plan With Related Illinois College and Career Readiness Policy

This document includes preliminary recommendations from the Co-Chairs of the P-20 Council's College and Career Readiness (CCR) Committee, Beth Swanson of the Joyce Foundation and John Rico of Rico Enterprises, and Education Systems Center at NIU, as staff for the CCR Committee. While these recommendations have been developed in consultation with various stakeholders they have not been reviewed by the full CCR Committee. In early 2019, the CCR Committee will consider these recommendations and submit a revised version to ISBE and ICCB.

#### I. General:

- Ensure alignment to the Postsecondary and Workforce Readiness Act, the ESSA College and Career Readiness Indicator, the State's WIOA plan, and the State's 60 by 25 goal
- Promote models where all students engage in quality career pathways that extend from secondary through postsecondary and into the workforce

#### II. Program Quality Indicators:

- Illinois should adopt all three proposed Program Quality Indicators for secondary education, with the following changes to align to state policy:
  1. Percentage of CTE concentrators who graduate high school with a postsecondary or industry credential [using the definition of Industry Credential in the [State Career Pathways Dictionary](#)]
  2. Percentage of CTE concentrators who graduate high school with 6 hours of early college credit in the relevant CTE program [using the definition of early college credit in the PWR Act, which refers to dual credit, articulated credit, and/or AP or IB credits]
  3. Percentage of CTE concentrators who graduate high school completing a career development experience [as defined in the State Career Pathways Dictionary]
- In addition to these three indicators, the State should also add a fourth indicator: the percentage of CTE concentrators graduating high school with a College and Career Pathway Endorsement under the PWR Act. This indicator should take effect as of the 2022-23 School year, although prior to that time ISBE should monitor the development of Endorsement systems at the local level.
- The State Plan should not penalize regions and districts if progress is not made across all four indicators each year – rather, the plan should account for the extensive local system development efforts needed to make progress across all of these indicator areas.
- These indicators have implications for allowable local expenditures. Illinois should allow local funding to be used for industry credential attainment, early college credit coursework costs, and career and technical student organizations supporting aspects of Endorsements.

1

#### III. Local Needs Assessment:

- The Local Needs Assessment criteria need to be thoughtfully developed and aligned with other key State policies and initiatives. Illinois cannot simply adopt a national framework or other state approach without first going through a careful alignment process to other State-level initiatives.
- The Needs Assessment process should be performed at a regional level, with the expectation of close collaboration between the regional Education for Employment (EFE) Director and the community college(s) in the region. Implementing a meaningful assessment of the quality of CTE and pathway systems is no small undertaking, and the allocation of CTE resources should reflect this. In particular, State Leadership funds should be allocated to support high quality technical assistance for a robust local needs assessment process. Research-based quality indicator frameworks, such as the one developed through the [Great Lakes College and Career Pathways Partnership](#), should be considered.
- The federal criteria for the needs assessment open the door for important alignment opportunities. For example, when addressing how CTE programs "are sufficient in size, scope, and quality" under the Needs Assessment, Illinois' criteria should expect incorporation of [College and Career Pathway Endorsement components](#) (to address scope), and the State-level [Essential Employability and Technical competencies](#) (to address quality). When addressing equal access to high quality CTE under the Needs Assessment, Illinois' criteria should expect communities to implement a version of the [Postsecondary and Career Expectations \(PaCE\) framework](#), which promotes all students engaging in career exploration and career pathway systems.

#### IV. Teacher Qualifications:

- The State's Perkins V plan should address two challenges regarding teacher qualifications: broadening the pool of teachers qualified to teach a CTE course, and enabling new models for employer engagement in the classroom.
- To broaden the pool of teachers qualified to teach a CTE course, the State should enable teachers licensed in core academic areas to teach a CTE course if they have completed training to develop the career-focused competencies associated with that course. That could be through two-week intensive trainings (as is used for training for Project Lead the Way courses), combining trainings with teacher externships in the workplace, or other innovative models such as micro-credentialing.
- To enable new models for employer engagement in the classroom, the State should adopt a model for CTE program delivery similar to what is enabled through the PWR Act's competency-based education high school graduation requirements pilot. Under the PWR Act, participating districts can receive State Superintendent approval to permit instruction by non-educators or educators without an appropriate license, provided that an appropriately licensed teacher and the provider of instruction partner in order to verify the method for assessing competency of mastery and verify whether a student has demonstrated mastery. This same model could be applied to CTE instruction – a non-educator (such as an employer) or a teacher without a CTE license could deliver CTE instruction, provided an appropriately licensed CTE instructor is partnering with the individual to verify the method for assessing competency and verification of mastery of the appropriate competencies.
- In the past, Illinois had a robust teacher externship program that enabled teachers to receive placements with employers over the summer to gain exposure to current workforce needs and build relationships with employer champions. Such a program should be reinstated using State leadership dollars, and provide externship opportunities for both current CTE teachers and teachers in core academic areas developing the competencies to teach a CTE course or course (per the earlier recommendation in this Section).

2

#### V. Perkins Reserve:

- Illinois is currently one of only a handful of States that has not established a Perkins Reserve to drive innovation in CTE programming delivery. This opportunity should not be missed in the State's Perkins V plan.
- When establishing its Perkins Reserve, the focus should be on new funds, and on expanding the overall State appropriations for CTE and aligned pathways initiatives. One model for this is to establish a Perkins Reserve for new Perkins/CTE funding over and above FY 19 levels, not to exceed \$2,500,000. However, to grow the overall amount of State funds available for CTE and career pathways, the Perkins Reserve should be contingent upon a matching State appropriation, separate from the State CTEI match, for the Reserve amount. This could create a funding pool of up to \$5 million to drive innovation.
- The Perkins Reserve and matching State funds should be used for a new State grant program focused on closing achieving gaps and opportunities for underserved and rural students through regional College and Career Pathway Endorsement system initiatives involving school districts, postsecondary, and employers. One grant would be available per State region (either EFE region or community college district) on a non-competitive basis. However, eligibility would be contingent upon agreement by school districts, the community college, at least one four-year institution, the local workforce board, and employers for a set of aligned and robust system development efforts addressing all four elements of the PWR Act (PaCE implementation, College and Career Pathway Endorsements, transitional math, and competency-based instruction).

#### VI. Other Alignment Opportunities:

- As referenced in earlier recommendations, the State's Perkins Leadership dollars are a critical resource for driving high quality CTE and aligned career pathways initiatives. ISBE and ICCB must ensure transparency in how these dollars are spent, and that they are directed toward high impact initiatives aligned with other State policies and strategies. The State plan should include a structure for external stakeholder consultation on the allocation of these dollars for each year of the plan.
- For College and Career Pathway Endorsements, State agencies have adopted an organization of the national career cluster framework into seven Endorsement Areas. This organization was based on a review of best practices from other State policies, national models for career pathways and career academies, and leading work in the area of postsecondary guided pathways. This framework has been well-received in the field, and should be used as the framework for CTE cluster-based program organization and funding.
- The State's Career Pathway Dictionary includes an extensive definition set relating to work-based learning and employer engagement. All Work-based Learning definitions in the State's Perkins V plan should be consistent with those used in the State Career Pathways Dictionary.
- Regional collaborations are emerging throughout Illinois that include school districts, community colleges, postsecondary institutions, workforce boards, and employers. Wherever possible, the Perkins V State Plan should promote these types of collaborations. In addition, maximum flexibility should be allowed for local grants to be used for equipment purchases and other expenditures that will have a shared use across multiple community populations in furtherance of these collaborative structures.

3

## HARDIN STACI

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**From:** Romito, Amy <atromito@cps.edu>  
**Sent:** Thursday, December 20, 2018 10:39 AM  
**To:** Perkins  
**Subject:** Perkins V feedback  
**Attachments:** 20181220103411576.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Please see attached feedback.  
Thank you and Happy Holidays!

Best,

--  
Amy Romito, EFE 010  
CTE EFE Systems Manager  
Office of College and Career Success | Early College and Career Education Department  
Chicago Public Schools  
42 West Madison Street  
Chicago, IL 60602  
773-553-2480

*Let us know you think! Please take a few minutes to tell us about your recent experience with our department. All responses are confidential. <https://www.surveymonkey.com/s/OCCSsurvey>*



Chicago Public Schools  
Career and Technical Education  
42 West Madison Street, Chicago, Illinois 60602  
Telephone 773/553-2108

December 20, 2018

Marci Johnson  
Illinois State Board of Education  
College and Career Readiness Division  
100 North First Street  
Springfield, Illinois 62777

RE: Perkins V Feedback

Dear Marci,

The following list contains my feedback as it relates to Perkins V implementation at the State and Local Plan as requested by ISBE during the Listening Tour on 12.4.18 at Moraine Valley Community College.

#### **Comprehensive Needs Assessment**

- Illinois should adopt all 3 program quality indicators: concentrators graduating with post-secondary OR Industry recognized credential, postsecondary dual credits in the relevant CTE program, and work-based learning experience or career development experience.
- Match additional innovative Perkins dollars (up to 5%) to PWR funding to create a new line of funding for regional innovation.
- Perkins V indicators align with the indicators across ESSA, PWR, etc.

#### **State Leadership**

- Align ISBE to the 7 PWR career pathways.
- Update pathways to reflect current advances, ie: cybersecurity, solar energy/renewable energy.
- Include CTE on line e-books as allowable costs.
- Provide guidance and funding for industry recognized certifications for students.
- Consider aligning the equipment threshold to the federal GATA regulations, which is \$5,000 or greater per item. Currently, the state threshold is \$500, which is extremely low in light of current purchases, especially when it comes to robotic equipment.
- Allow presentation technology consistent with industry use to be purchased

#### **Career Development**

- Include both Career Exploration Activities and Career Development experiences as approved costs (per Illinois Career Pathways Dictionary), including allowing paid and/or unpaid internships as approvable costs, and workplace skills assessments as approvable costs.
- Work with Higher Ed to have unit included in Counselor Masters Programs in Illinois courses that covers labor market information in light of middle skills requirements for employment and career development, also Career Clusters and Holland Wheel tools.
- Allow EFEs to use grant funds to promote CTE and Careers, including banners and posters to promote specific high demand, high skill Careers

#### **WBL**

- Reframe WBL closer to career guided workplace learning for the indicator.
- Add approved course across all CIPS for paid or unpaid Internship (1 semester) and allow funding for internship experiences.



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Career and Technical Education  
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Telephone 773/553-2108

- Allow grant funds for workplace skills assessments.
- Allow funding for CTSO's for student participation.
- Allow funding for Team Challenge experiences.

#### Early College Credit

- To increase Dual Credit opportunities, ISBE and ICCB need to work together to align adjunct professor requirements with secondary CTE teacher licensure

#### Teacher Shortage

- Use a program like teacher extern or VIP program to qualify teachers for CTE courses, including reinstating insurance through ISBE to cover participants at business sites.
- ELS(CTEP) allows for instructors to teach only grades 11-12 but should allow 9-12 to accommodate the CTE teacher shortage.
- Extend ELS(CTE) Licensure for PEL qualified teachers to those who have industry credentials related to the content of the course area.
- Extend ELS(CTE) in any CTE area with CIP specific training per training level course. (similarly set up to PLTW training 2 week intensive summer training on specific course content).
- Use Reserves for alternate program of training teachers.
- Provide guidance and funding for industry recognized certifications for teachers.

Should you have any questions or concerns regarding the above documentation, please do not hesitate to reach out to me to ensure a speedy resolution. I can be reached by email at [atromito@cps.edu](mailto:atromito@cps.edu) or by phone at 773.553.2480.

Sincerely,

Amy Romito  
EFE 010 System Director  
Manager of EFE Systems for Chicago Public Schools

## HARDIN STACI

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**From:** DVR Programs of Study <director@dvr-efe.org>  
**Sent:** Thursday, December 20, 2018 3:11 PM  
**To:** Perkins  
**Subject:** recommendations after Listening tour

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

### Comprehensive Needs Assessment

1. Look into how Perkins V can work with other federal programs that we may be missing out on as a state such as the WECEP Program.
2. Illinois should adopt all 3 program quality indicators: concentrators graduating with post-secondary **OR** Industry recognized credential, post-secondary dual credits in the relevant CTE program, and work-based learning experience or career development experience.
3. System building activities need to be allowable to evaluate after the freshman cohort graduates (5 year cycle of evaluation).
4. The needs assessment should be done at the EFE regional level, not district level.
5. Match new additional innovative Perkins dollars (up to 5%) to PWR funding to create a new line of funding for regional innovation. (see #19).
6. Be sure that indicators in Perkins V align with the indicators across ESSA, PWR, etc. We need to focus on the same set of indicators across all programs.
7. Align state goals and spending allowances with the federal goals and spending.
8. Be cautious in setting performance goals and targets as there is no lowering once they are set.
9. Create a Rubric based process for assessment with funding to support related activities and resources.

### Labor Market Needs

10. Work with American Institutes for Research, Ellen Cushing, Senior Researcher, Deputy Director, College & Career Readiness & Success Center, 202-403-5524 to evaluate potential of their newly designed GIS statewide analysis of labor market needs and available programs as a model for Illinois to consider.
11. Consideration of high enrollment CTE classes (Cosmetology) that are not high on labor market needs (was brought up at SDLC) Cosmetology jobs are not going away (they are "non-fungible" to use Thomas Friedman's words). Where do these programs fit in PerkinsV?
12. Develop new CTE courses in areas of developing technology, such as AI/Quantum Computing, Nanotechnology, blending of IT and Applied Tech (Industry 4.0). This also aligns to #14.

### State Leadership

13. Align ISBE to the 7 PWR career pathways.
14. Structure CTE programs as Honors Credit for higher level training courses (We have some very vigorous programs., and we need balance against the emphasis on AP classes as a designation of school improvement). Update pathways to reflect current advances, ie: cybersecurity, solar energy/renewable energy.
15. Include CTE on line e-books as allowable costs.
16. Provide guidance and funding for industry recognized certifications/credentials for students.
17. Allow the reserve fund to be used for innovation. Add funds for innovative practices around programs of study. Consider ways to incentivize innovation from the fund.
18. Update # of Carnegie units allowable per state course id (currently .5 up to 3 depending on course)
19. Maintain split of money between k-12 and CC's or increase to k-12 favor
20. Allow presentation technology consistent with industry use to be purchased



## **Career Development**

21. Include both Career Exploration Activities and Career Development experiences as approved costs (per Illinois Career Pathways Dictionary), including allowing paid and/or unpaid internships as approvable costs, and workplace skills assessments as approvable costs.
22. Work with Higher Ed to have unit included in Counselor Masters Programs in Illinois courses that covers labor market information in light of middle skills requirements for employment and career development, also Career Clusters and Holland Wheel tools.
23. Create presentation to use in IASA School Board Conference, Superintendent state meetings, and IPA conferences on labor market information in light of middle skills requirements for employment and career development. (Cite Georgetown studies' data, Good Jobs That Pay Without a BA, Career Pathways: Five Ways to Connect College and Careers, Certificates in Oregon)
24. Instead of asking what college students plan to attend, ask them what career they want, and then help them map a way to achieve that. Some Principals evaluate counselors on the number of college applications, and skip over the career development component which is the most important piece. Emphasis on the PaCE Framework (for all students) which gives equal weight to Career Exploration & Development, Financial Aid & Literacy, and Post-Secondary Education, Exploration, Preparation, and Selection.
25. Allow EFEs to use grant funds to promote CTE and Careers, including banners and posters to promote specific high demand, high skill Careers

## **WBL**

26. Reframe WBL closer to career guided workplace learning for the indicator.
27. Add approved course across all CIPS for paid or unpaid Internship (1 semester) and allow funding for internship experiences.
28. Credit or allowances for integrated team teaching that is reflective of industry and/or supports work based learning experiences for students. Including Geometry in Construction, Algebra in Business. (Innovative team teaching)
29. Develop and/or adopt professional workplace skills units to be incorporated into all areas of CTE curriculum (Illinois Employability Skills and CCPE Technical and Essential Employability Competencies).
30. Allow grant funds for workplace skills assessments.
31. Allow funding for Team Challenge experiences.

## **Early College Credit**

32. To increase Dual Credit opportunities, ISBE and ICCB should work together to align adjunct professor requirements with secondary CTE teacher licensure

## **Teacher Shortage**

33. Use a program like teacher extern or VIP program to qualify teachers for CTE courses, including reinstating insurance through ISBE to cover participants at business sites.
34. ELS(CTEP) allows for instructors to teach only grades 11-12 but should allow 9-12 to accommodate the CTE teacher shortage.
35. Extend ELS/CTE Licensure for PEL qualified teachers to those who have industry credentials related to the content of the course area.
36. Extend ELS/CTE in any CTE area with CIP specific training per training level course. (similarly set up to PLTW training 2 week intensive summer training on specific course content).
37. Use Reserves for alternate program of training teachers.
38. Provide guidance and funding for industry recognized certifications for teachers.

Des Plaines Valley Region Education for Employment System 030  
2000 N. 5th Ave, River Grove, IL 60171  
(708)779-4448 office (708)779-4627 fax (708) 890-3525 cell



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<http://www.dvr-efe.org> \* <http://www.dvr-efe.info>

Elmwood Park CU School District 401, Leyden Township High School District 212, Oak Park & River Forest High School District 200, Proviso Township High School District 209, Ridgewood High School District 234, Riverside Brookfield High School District 208, Triton College District 504

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MEMORANDUM

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TO: ISBE  
FROM: NANCY AWDZIEJCZYK, EFE DIRECTOR  
Northwest Educational Council for Student Success  
EFE REGION 070  
SUBJECT: PERKINS V FEEDBACK  
DATE: DECEMBER 21, 2018

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**In response to your request for Perkins V feedback and suggestions, our region submits the following for your consideration:**

CTE State Vision Ideas: "How do you want to change the World?" (once students identify their passion, they can work towards identifying their place in the world) OR "Choose Your Future". Either way the vision should apply to all students, not just students in our classes. If the dialogue starts with careers, we can move away from silos of academic vs technical training.

**Comprehensive Needs Assessment**

1. Look into how Perkins can work with other federal programs that we may be missing out on as a state such as the WECEP Program.
2. Choose all 3 program quality indicators, graduating with postsecondary OR Industry recognized credential, post-secondary credits in the relevant CTE program, and work-based learning experience.
3. System building activities need to be allowable to evaluate after the freshman cohort graduates (5 year cycle of evaluation)
4. The needs assessment should be done at the regional level, not district level.
5. Match additional innovative Perkins dollars (up to 5%) to PWR funding to create a new line of funding for regional innovation.
6. Be sure that indicators in Perkins V align with the indicators across ESSA, PWR, etc. We need to focus on the same set of indicators across all programs
7. Align state goals and spending allowances with the federal goals and spending
8. Be cautious in setting performance goals and targets as there is no lowering once they are set
9. Rubric based process with funding

### **Labor Market Needs**

10. Work with AIR to evaluate potential of their GIS statewide analysis of labor market need and available programs a model for Illinois to consider.
11. Consideration of high enrollment CTE classes (Cosmetology) that are not high on labor market needs (was brought up at SDLC) Do we want to include fashion on this, or not? Cosmetology jobs are not going away (they are “non-fungible” to use Thomas Friedman’s words), but fashion jobs will continue to be a small percentage of the labor market
12. Encourage new CTE courses in areas of developing technology, such as AI/Quantum Computing, Nanotechnology, blending of IT and Applied Tech (Industry 4.0). This also aligns to #15

### **State Leadership**

13. Align ISBE to the 7 PWR pathways
14. Structure CTE programs as Honors Credit for higher level training courses
15. Update pathways to reflect Modern CTE, ie: cybersecurity, solar energy/renewable energy
16. Include on line e-books as allowable costs
17. Allow industry assessment costs (this could be an equity issue)
18. Provide guidance and funding for industry recognized certifications
19. Consider aligning the equipment threshold to the federal GATA regulations, which is \$5,000 or greater per item. Currently, the state threshold is \$500, which is extremely low in light of current purchases, especially when when it comes to robotic equipment.
20. Allow the reserve fund to be used for innovation. Add funds for innovative practices around programs of study. Consider ways to incentivize innovation from the fund.
21. Increase/Change # of Carnegie units allowable per state id (currently .5 up to 3 depending on course)
22. Maintain split of money between k-12 and CC’s or increase to k-12 favor
23. Allow presentation technology consistent with industry use to be purchased

### **Career Development**

24. Include both Career Exploration Activities and Career Development experiences as approved costs (per Illinois Career Pathways Dictionary), including allowing paid and/or unpaid internships as approvable costs, and workplace skills assessments as approvable costs.
25. Work with Higher Ed to have unit included in Counselor Masters Programs in Illinois courses that covers labor market information in light of middle skills requirements for employment and career development, also Career Clusters and Holland Wheel tools.
26. Create presentation to use in IASA School Board Conference, Superintendent state meetings, and IPA conferences on labor market information in light of middle skills requirements for employment and career development. (Cite Georgetown studies’ data,

Good Jobs That Pay Without a BA, Career Pathways: Five Ways to Connect College and Careers, Certificates in Oregon)

27. Instead of asking what college students plan to attend, ask them what career they want, and then help them map a way to achieve that. Some Principals evaluate counselors on the number of college applications, and skip over the career development component which is the most important piece. Emphasis on the PaCE Framework (for all students) which gives equal weight to Career Exploration & Development, Financial Aid & Literacy, and Post-Secondary Education, Exploration, Preparation, and Selection.
28. Allow EFEs to use grant funds to promote CTE and Careers
29. Allow money to be used to fund more elementary programs (minimal amount)

#### **Early College Credit**

30. To increase Dual Credit opportunities, ISBE and ICCB need to work together to align adjunct professor requirements with secondary CTE teacher licensure

#### **Teacher Shortage**

31. Use a program like teacher extern or VIP program to qualify teachers for CTE courses, including reinstating insurance to cover participants at business sites.
32. ELS(CTEP) allows for instructors to teach only grades 11-12 and should be 9-12 to accommodate the CTE teacher shortage.
33. ELS/CTE Licensure for PEL qualified teachers who have industry credentials related to the content of the course area or CIP specific training similarly set up to PLTW training (2 week intensive summer training on specific course content )
34. PEL in any area with above mentioned training
35. Reserves used for alternate program of training teachers

#### **WBL**

36. Reframe WBL closer to career guided workplace learning for the indicator
37. Add approved course across CIPS for paid or unpaid Internship (1 semester) and allow funding for internship experiences
38. Credit or allowances for integrated team teaching that is reflective of industry and supports work based learning experiences for students.
39. Develop and/or adopt professional skills units to be incorporated into all areas of CTE curriculum for workplace skills (Illinois Employability Skills and CCPE Technical and Essential Employability Competencies). And allow grant funds for workplace skills assessments.
40. Allow funding for CTSO's for student participation
41. Allow funding for Team Challenge experiences
42. Include a CTE state course code for Career Exploration. There are several NON CTE coded courses in the course catalog. I would suggest this course as a CTE course (currently non), available in all CTE CIPS to allow for this to be a Perkins/CTEI funded course.

## HARDIN STACI

---

**From:** Cindy Stover <cstover30@hotmail.com>  
**Sent:** Friday, December 28, 2018 9:54 AM  
**To:** Perkins  
**Subject:** Perkins V Input

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

- \* Maintain split of money between k-12 and CC's or increase to k-12 favor
- \* Allow rules for spending money on CTSOs
- \* Allow for money to be used to buy textbooks
- \* Allow money to be used to fund more elementary programs (minimum amount)
- \* Allow up to \$1000 to be used to market and promote CTE programs
- \* Allow presentation technology consistent with industry use to be purchased
- \* Align state goals and spending allowances with the federal goals and spending
- \* Be cautious in setting performance goals and targets as there is no lowering once they are set
- \* Allow Certifications to be paid with Perkins Funds
- \* Add funds for innovative practices around programs of study
- \* Edit course 22004A001; remove language about dropout prevention so this can be used WBL experience classes that are not necessarily Cooperative Education
- \* Include a CTE state course code for Career Exploration. There are several NON CTE coded courses in the course catalog. I would suggest this course as a CTE course (currently non), available in all CTE CIPS to allow for this to be a Perkins/CTEI funded course. Employability skills are mentioned several times in Perkins V
- \* Look into how Perkins can work with other federal programs that we may be missing out on as a state such as the WECEP Program.

Thank you!

Cindy Stovr

## HARDIN STACI

---

**From:** Laura Milas <stanhope22@comcast.net>  
**Sent:** Friday, December 28, 2018 6:36 PM  
**To:** Perkins  
**Subject:** Perkins V

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

As some schools have developed STEAM programs instead of STEM, flexibility with this funding would help art education contribute to students education. Allowing all to share funding makes sense when Electives must be nibble to survive and Illinois doesn't have certification issues about which teacher is running these programs. Perkins should be broadened to benefit kids,

Thank you,  
Laura Milas

Sent from my iPhone

## HARDIN STACI

---

**From:** Amy Lore <alore@pltw.org>  
**Sent:** Monday, January 7, 2019 7:13 AM  
**To:** Perkins  
**Cc:** JOHNSON MARCI  
**Subject:** Perkins Planning

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Hello,

After reviewing the excellent Perkins V/CTE presentation on ISBE's website, I would like to inquire about the possibility of joining in stakeholder conversations as you begin gathering information for Illinois' revised state plan. Project Lead the Way courses align closely with CTE and we have a network of administrators, teachers, and students across the state who would provide valuable insight for this process. I hope there will be an opportunity soon to discuss how we might be able to support your efforts here.

Thank you for your consideration and any information you might provide that would allow us to participate.

Amy Lore

Amy R. Lore  
*Director of Government Relations, Midwest Region*  
Project Lead The Way, Inc.  
3939 Priority Way South Drive, Suite 400  
Indianapolis, IN 46240  
Email: [alore@pltw.org](mailto:alore@pltw.org)  
Phone: 812.219.9441  
[@PLTWorg](https://www.pltw.org) | [www.pltw.org](http://www.pltw.org)



## HARDIN STACI

---

**From:** Jenny Miller <jenny\_60148@yahoo.com>  
**Sent:** Saturday, January 19, 2019 7:16 PM  
**To:** Perkins  
**Subject:** Perkins V  
**Attachments:** Perkind V funding letter.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Please find attached a letter outlining my thoughts on the Perkins V funding currently under review.

Thank you.

Jennifer Miller  
IFACSTA President  
[www.ifacsta.org](http://www.ifacsta.org)

Dear ISBE members,

I am a Family and Consumer Sciences teacher at Proviso East High School in Maywood, IL and current Illinois Family and Consumer Sciences Teachers Association (IFACSTA) President. As a teacher I use a variety of resources to help my students be successful in high school and beyond. One resource that is widely used by school districts and teachers is the money provided by the Perkins Grants. The way that the grant is currently written limits how the money is used, therefore I am asking that you consider the following points when determining how the Perkins V funding is allocated.

- Align state goals and spending allowances with the federal goals and spending
- Allow money to be used for CTE professional organization dues
- Allow for money to be used to buy textbooks
- Allow presentation technology consistent with industry use to be purchased
- Add funds for innovative practices around programs of study
- Allow Certifications to be paid with Perkins Funds
- Maintain split of money between k-12 and CC's Allow rules for spending money on CTSOs
- Allow money to be used to fund more elementary programs (minimum amount)
- Allow up to \$1000 to be used to market and promote CTE programs
- Be cautious in setting performance goals and targets as there is no lowering once they are set
- Edit course 22004A001; remove language about dropout prevention so this can be used WBL experience classes that are not necessarily Cooperative Education
- Include a CTE state course code for Career Exploration. There are several NON CTE coded courses in the course catalog. I would suggest this course as a CTE course (currently non), available in all CTE CIPS to allow for this to be a Perkins/CTEI funded course. Employability skills are mentioned several times in Perkins V
- Look into how Perkins can work with other federal programs that we may be missing out on as a state such as the WECEP Program.

For me personally making a change to allow CTE professional dues to be paid from Perkins V would allow more teachers access to professional development opportunities that will enhance their teaching skills in the classroom.

With the push to offer more employable certifications to high school students schools need a way to pay for the certification materials and tests. Most students cannot afford to pay for them, so allowing Perkins V funding to pay for them, makes more students employable sooner.

Proviso East High School is currently transitioning to a Personal Competence-Based Education system, so students are being asked to think outside the box of standard worksheets, tests and projects. We want our students to be more creative and use more technology to demonstration they understand the standards they are

expected to learn. However, the technology that a lot of schools have is outdated compared to the technology that businesses use. Technology is expensive and with more students using it, schools need a way to help fund it and allowing Perkins V funds to purchase the presentation technology comparable to what is used in industry would benefit the students greatly.

All and all the way the Perkins V funding is allocated must help meet the needs of today's students and the new workforce out there in the real world

Thank you for reviewing the Perkins V funding and taking input from those that use it.

Sincerely,

Jennifer Miller  
IFACSTA President, [www.ifacsta.org](http://www.ifacsta.org)  
FSC Teacher  
Proviso East High School, [www.pths209.org/east](http://www.pths209.org/east)  
807 S. First St.  
Maywood, IL 60153  
[jmiller@pths209.org](mailto:jmiller@pths209.org)

## HARDIN STACI

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**From:** Smith, Kaleb <smithka@qps.org>  
**Sent:** Wednesday, January 30, 2019 10:31 AM  
**To:** Perkins  
**Cc:** 'Ashlee Spannagel'  
**Subject:** Perkins Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To whom it may concern,

I believe that a CTE Program of Study for Computer Science needs to be developed. This is a growing industry and multiple School Districts are trying to identify resources and instructors to build these programs. While the Programming CIP under the Business Matrix does allow for some CS related courses to be implemented, it limits a Schools ability to build a complete CS Program of Study. More School Districts are investing in Code.org and PLTW CS courses, but we are very limited in how we can support these courses and the struggle to find instructors will continue if we are unable to use CTE licensure to recruit professionals from industry.

Best,

**Kaleb Smith**

*Director WCR/QAVTC*



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

*The WCR/QAVTC mission is to provide career and technical education programs students can continue to build on to establish future career goals.*

*Our goal is to meet the career and technology needs of all learners - high school and adults.*

## HARDIN STACI

---

**From:** Smith, Kaleb <smithka@qps.org>  
**Sent:** Wednesday, January 30, 2019 10:41 AM  
**To:** Perkins  
**Cc:** 'Ashlee Spannagel'  
**Subject:** Perkins Input

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To whom it may concern,

I believe that the ACTE High-Quality CTE Framework should be utilized in the development of the State Perkins plan. The Framework and the evaluation tools that have been created for it, are well researched and developed, and will allow for a common tool and vision for improving CTE in Illinois. This tool can be used at the State level and Local level to evaluate programs and identify needs/areas of improvement.

<https://www.acteonline.org/professional-development/high-quality-cte-tools/>

High-quality CTE Tools | acte

[www.acteonline.org](http://www.acteonline.org)

To bring clarity to the burgeoning conversation around high-quality CTE and help CTE educators and administrators develop and improve the quality of their CTE programs of study, ACTE has created an evidence-based framework defining high-quality CTE across 12 elements: The ACTE Quality CTE Program of Study Framework (2018 version) and a companion program self-evaluation instrument.

Best,

**Kaleb Smith**

*Director WCR/QAVTC*



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

## HARDIN STACI

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**From:** Shelly Robinson <SRobinson@piasabirds.net>  
**Sent:** Thursday, January 31, 2019 1:05 PM  
**To:** Perkins  
**Subject:** Ideas for funding

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Good Afternoon

I am writing to give input on the new regulations regarding Perkins funding. These are my suggestions:

1. Allow high schools to use Perkins money to purchase textbooks for use at school. This may just be classroom sets, but I have been teaching without textbooks for quite some time now and have no idea if I am covering topics in scope and sequence for the courses I teach.
2. Allow high schools to carry over funding for big ticket item purchase without reducing their budget amounts. I would like to see us be able to earmark funds for purchase over a three-year period. Some items are quite expensive and we don't have the ability to purchase those items because we must spend all Perkins funds each year and we do not have enough funds to be able to buy big ticket items along with other needed supplies.
3. Change the distribution rate between high schools and community colleges. While I appreciate the community colleges offering job training courses, they are able to charge tuition to their students where high schools cannot. I believe the funding should be changed to 80% secondary schools and 20% post-secondary schools.

Thank you for your consideration in this matter.

Sincerely,

Shelly Robinson  
Business Education Teacher  
Southwestern High School

## HARDIN STACI

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**From:** Brad Skertich <BSkertich@piasabirds.net>  
**Sent:** Thursday, January 31, 2019 5:06 PM  
**To:** Perkins  
**Subject:** Perkins Funding Input

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Good Afternoon

I am writing to give input on the new regulations regarding Perkins funding. These are my suggestions:

1. Allow high schools to use Perkins money to purchase textbooks for use at school. This may just be classroom sets, but we have teachers teaching without textbooks for quite some time now that have no idea if they are covering topics in scope and sequence for the courses on their case load.
2. Allow high schools to carry over funding for big ticket item purchase without reducing their budget amounts. We would like to be able to earmark funds for purchase over a three-year period. Some items are quite expensive and we don't have the ability to purchase those items because we must spend all Perkins funds each year and we do not have enough funds to be able to buy big ticket items along with other needed supplies.
3. Change the distribution rate between high schools and community colleges. While I appreciate the community colleges offering job training courses, they are able to charge tuition to their students where high schools cannot. I believe the funding should be changed to 80% secondary schools and 20% post-secondary schools.

Mark B. Skertich  
Supertintendent  
Southwestern CUSD #9  
201 East City Limits Road  
Brighton, IL 62012

(618)372-3813 ext 0

"Proud to be Piasa"

HARDIN STACI

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**From:** amy lutes <alutes2@gmail.com>  
**Sent:** Friday, February 1, 2019 7:49 AM  
**To:** Perkins  
**Subject:** Feedback for Perkins V

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

The Perkins Grant in the state of Illinois does not fund student competitions. It does not fund registration fees, travel reimbursement, supplies, uniforms or transportation.

Our business and vocational clubs and competitions are national and international organizations. Examples of these clubs are:



SkillsUSA

FBLA

DECA

Mock Trial

....and so many more.

Many states do not have this restriction of Perkins funding. We would like to see a change in the state of Illinois.

Thank you for this opportunity to provide feedback,

Amy Lutes

CTE Teacher

## HARDIN STACI

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**From:** Smith, Kaleb <smithka@qps.org>  
**Sent:** Monday, February 18, 2019 10:19 AM  
**To:** Perkins  
**Cc:** 'Ashlee Spannagel'  
**Subject:** CTE Vision

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To Whom it May Concern,

In regards to the vision statement for CTE for the State of Illinois, I feel that it needs to be reflected that we are educators and not trainers. I do not believe that we should be restructured to serve duplicative services with Illinois Workforce Innovation Boards. I believe our mission should be to provide high-quality career and technical education programs students can continue to build on to establish future career goals. CTE programs have three core components, Career Exploration, Technical Skills, and Workplace Skills. While some of these components are direct workforce training, the primary difference is that we allow students to explore programs, learn skills, and have opportunities to learn core academic skills in a contextualized environment, while not tracking them into a limiting pathway.

Best,

**Kaleb Smith**

*Director WCR/QAVTC*



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

*The WCR/QAVTC mission is to provide career and technical education programs students can continue to build on to establish future career goals.*

*Our goal is to meet the career and technology needs of all learners - high school and adults.*

## HARDIN STACI

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**From:** Smith, Kaleb <smithka@qps.org>  
**Sent:** Monday, February 18, 2019 10:33 AM  
**To:** Perkins  
**Cc:** 'Ashlee Spannagel'  
**Subject:** CTE Workforce Data

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To Whom it May Concern,

I do not believe that CTE programs should be limited to local workforce data. Workforce data should be used when evaluating programs and determining what programs need to be developed, updated, or grown; however, it should not be the sole determining factor when developing CTE programs. If workforce data is used, then stakeholder input should be used to give the data context and give the community input on the programs that are offered for their students.

If we want to provide support for high-need industries in our areas, then we should receive additional funding for those areas, or partner with local IWIBs and WIOA, and leverage their funds to support programs in those areas.

Best,

**Kaleb Smith**

*Director WCR/QAVTC*



West Central Region Education for Employment System #240/

Quincy Area Vocational Technical Center

Phone: 217-224-3775, <http://www.qps.org/departments/qavtc/>

*The WCR/QAVTC mission is to provide career and technical education programs students can continue to build on to establish future career goals.*

*Our goal is to meet the career and technology needs of all learners - high school and adults.*

## HARDIN STACI

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**From:** Linden, Nicholas <nicholas.linden@d300.org>  
**Sent:** Saturday, March 2, 2019 10:01 AM  
**To:** Perkins; CTE@iccb.state.il.us  
**Subject:** RETHINK CTE PLAN From one wants having awesome success in CTE ... wanting to share it with YOU.

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

### To whom it may concern,

An invitation is extended to you to visit the Dundee-Crown High School Electric Shop. Located approximately 20 minutes Northwest of Schaumburg, D-C H.S. serves a diverse population, with 2 sides of our campus bordering public housing. I began my 3<sup>rd</sup> career teaching Electric Shop at D-C H.S. 12 years ago, with virtually no tools & materials, deciding to remain at D-C H.S. for only 1 year. However, the 1 year commitment became a 12 year journey of great success. In the first 2 ½ years we raised over \$130,000 worth of materials & tools via private industry, industry recognizing the value in keeping H.S. vocational courses alive. Today, we've exceeded \$300,000 & have a program with almost 300 students / year enrolled. The program is currently operating at maximum capacity, unable to register all of the students desiring enrollment!!

As we further needed furniture, our students constructed their own work benches, wood stud work modules, as well as installed their classroom's lighting. Virtually all the materials & tools were at first donated, from wire-nuts & light bulbs, to conduit, pipe fittings & machinery. This invitation cannot serve to explain what can only be appreciated via witnessing first hand. A program once pathetic, now rivals the nation's best trade schools. I do not hesitate to espouse that the Dundee-Crown H.S. Electrical Program is the best H.S. Electrical Program in the entire United States. Visitors within industry & education consistently voice their awe of its superiority. Hence, we would be honored beyond explanation to share this miracle too with you.

We wish for our success to not remain an isolated novelty. We want to share it, for it to become a State standard, a standard of excellence in preparing H.S. graduates toward an immediate career upon graduation. We want to share our passion with you; for you to make this available for all the High Schools of our State. The rebuilding of our State begins at the foundation. ISBE is the venue to make it happen.

Please feel free to visit our web site to view "What We Do" at:

[www.d-c-ctec.com](http://www.d-c-ctec.com)

The password is:

**Linden**

Should you visit, we'll look to change the site's password to ISBE ☺

**Respectfully Yours,**

**Nick**

**Phone: 630-933-9339**

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Please save trees. Print only when necessary.

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E-MAIL CONFIDENTIALITY NOTICE: Illinois has a very broad public records law. Most written communications (including email) to or from school district officials and staff are public records available to the public and media upon request. Your email communications may therefore be subject to public disclosure.

## HARDIN STACI

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**From:** DVR Programs of Study <director@dvr-efe.org>  
**Sent:** Friday, March 15, 2019 2:23 PM  
**To:** Perkins  
**Subject:** recommendations for Perkins V

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

In the past ISBE provides VIP insurance to cover CTE faculty going to Business work places for updates on industry practice. The insurance was dropped two years ago due to budget constraints, but if we want to get teachers into the field to improve professional practice, resuming this insurance would be helpful. Thank you.

--  
Dr. Anne Cothran, Director  
DVR  
Des Plaines Valley Region Education for Employment System 030  
2000 N. 5th Ave, River Grove, Il 60171  
(708)779-4448 office (708)779-4627 fax (708) 890-3525 cell



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<http://www.dvr-efe.org> \* <http://www.dvr-efe.info>

Elmwood Park CU School District 401, Leyden Township High School District 212, Oak Park & River Forest High School District 200, Proviso Township High School District 209, Ridgewood High School District 234, Riverside Brookfield High School District 208, Triton College District 504

## VALENTINE KRISTINA

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**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Monday, March 18, 2019 2:47 PM  
**To:** Perkins  
**Cc:** Joe Barbic  
**Subject:** Perkins V Reserve Fund Comments

Please accept the comments below as you plan and write the Perkins V state of Illinois grant.

---

After attending the March 6, 2019 joint presentation by Illinois State Board of Education and Illinois Community College Board staff at Connection Conference titled Perkins V: A Deep Dive, I am submitting the following question and comments as it relates to the Reserve Funds.

- In FY19, ISBE, for the first time in its history of Perkins implementation, reserved 10 percent of Local Funds in the Reserve Fund. ISBE's Perkins plan describes the agencies intent to "distribute through a competitive grant process" the Reserved Local Funds.
- ISBE did not distribute the Reserve Funds to local programs through competitive grants in FY19. Access to \$2,291,748 of Reserve Fund monies were lost to local programs in FY19. Understaffing in ISBE's College and Career Readiness division was provided as the reason FY19 Reserve Funds were not made available to local programs.
- **Question:** As Steve Parrot at Connections Conference stated FY19 Reserve Fund money will not be lost to the State, but will be rolled into FY20. How will the 10% of Local Funds Reserved from FY19 Perkins be allocated in FY20?
- In FY20, ISBE can Reserve up to 15% of Local Funds to target specific federal initiatives.
- **Comment:** Steve Parrot announced that the state would reserve the full 15 percent of Local Funds in FY20. I am strongly opposed to ISBE again using the Reserve Funds from Local Funds in the hopes that the ISBE will stay full staffed to roll out competitive grant awards. I am also opposed to increasing the Reserve Fund allowance from 10 percent to 15 percent. Before additional funds are reserved there should be a proven program for allocating and awarding Reserve Funds that demonstrates performance improvements in the Perkins V focus areas for Reserve Funds.
- **Comment:** Finally, if the competitive grant process is established, it is important that Area Vocational Centers remain eligible for funds. In Fall 2018 when ISBE was still hopeful that they could roll out a competitive grant process for the FY19 Reserve Funds it was stated that AVCs would not be eligible applicants. It was unclear during the recent Connections Conference presentation whether AVCs could apply in FY20.
- **Comment:** I serve two AVCs – Fox Valley Career Center (FVCC) and Indian Valley Vocational Center (IVVC). IVVC received \$42,806 in Perkins grant funding in FY19 from its feeder schools including Earlville, Hinckley-Big Rock, Indian Creek, Leland, Newark, Paw Paw, Serena, and Somonauk. These

eight districts are **rural** and together through their participation in IVVC are able to offer the CTE programs: Auto Body Repair, Automotive Technology, Certified Nursing Assistant, Computer Programming and Gaming Technologies, Computer Technology, Construction Trades, Cosmetology, Culinary Arts, Early Childhood Education, Emergency Medical Services, Engineering – PLTW, Fire Science, Graphic Design, Health Occupations, Law Enforcement, Sports Medicine, Welding and Fabrication.

- **Comment:** One of the four focus areas for Reserve Funds in Perkins V is rural areas. Participation in IVVC means the most rural of VALEES member districts can provide high quality CTE and a wider variety of CTE programs. Overlooking an AVC such as IVVC for a Reserve Fund competitive grant process would be a mistake and not keeping to the spirit or intent of the Perkins V Reserve Fund focus areas.

**Cassie Blickem**

Director

Valley Education for Employment System (VALEES)

Rt. 47 at Waubonsee Dr.

Sugar Grove, IL 60554

(630) 466-2905

(630) 466-9621 fax

[cblickem@waubonsee.edu](mailto:cblickem@waubonsee.edu)

[www.valees.org](http://www.valees.org)

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## VALENTINE KRISTINA

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**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Monday, March 18, 2019 2:47 PM  
**To:** Perkins  
**Cc:** Joe Barbic  
**Subject:** Perkins V Reserve Fund Comments

Please accept the comments below as you plan and write the Perkins V state of Illinois grant.

---

After attending the March 6, 2019 joint presentation by Illinois State Board of Education and Illinois Community College Board staff at Connection Conference titled Perkins V: A Deep Dive, I am submitting the following question and comments as it relates to the Reserve Funds.

- In FY19, ISBE, for the first time in its history of Perkins implementation, reserved 10 percent of Local Funds in the Reserve Fund. ISBE's Perkins plan describes the agencies intent to "distribute through a competitive grant process" the Reserved Local Funds.
- ISBE did not distribute the Reserve Funds to local programs through competitive grants in FY19. Access to \$2,291,748 of Reserve Fund monies were lost to local programs in FY19. Understaffing in ISBE's College and Career Readiness division was provided as the reason FY19 Reserve Funds were not made available to local programs.
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- In FY20, ISBE can Reserve up to 15% of Local Funds to target specific federal initiatives.
- **Comment:** Steve Parrot announced that the state would reserve the full 15 percent of Local Funds in FY20. I am strongly opposed to ISBE again using the Reserve Funds from Local Funds in the hopes that the ISBE will stay full staffed to roll out competitive grant awards. I am also opposed to increasing the Reserve Fund allowance from 10 percent to 15 percent. Before additional funds are reserved there should be a proven program for allocating and awarding Reserve Funds that demonstrates performance improvements in the Perkins V focus areas for Reserve Funds.
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- **Comment:** I serve two AVCs – Fox Valley Career Center (FVCC) and Indian Valley Vocational Center (IVVC). IVVC received \$42,806 in Perkins grant funding in FY19 from its feeder schools including Earlville, Hinckley-Big Rock, Indian Creek, Leland, Newark, Paw Paw, Serena, and Somonauk. These

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- **Comment:** One of the four focus areas for Reserve Funds in Perkins V is rural areas. Participation in IVVC means the most rural of VALEES member districts can provide high quality CTE and a wider variety of CTE programs. Overlooking an AVC such as IVVC for a Reserve Fund competitive grant process would be a mistake and not keeping to the spirit or intent of the Perkins V Reserve Fund focus areas.

**Cassie Blickem**

Director

Valley Education for Employment System (VALEES)

Rt. 47 at Waubonsee Dr.

Sugar Grove, IL 60554

(630) 466-2905

(630) 466-9621 fax

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[www.valees.org](http://www.valees.org)

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## HARDIN STACI

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**From:** Martha Eldredge-Stark <meldredgestark@maine207.org>  
**Sent:** Monday, March 25, 2019 1:34 PM  
**To:** Perkins  
**Subject:** Re: Input on Perkins V

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Thanks!

Martha Eldredge Stark  
Executive Director, NSERVE  
[www.NSERVE.info](http://www.NSERVE.info)  
NSERVE - *Connecting Academics to the World of Work*  
[www.InspireYourFuture.org](http://www.InspireYourFuture.org)  
1131 South Dee Road  
Park Ridge, IL 60068  
847.692.8023 - phone

On Mon, Mar 25, 2019 at 10:21 AM Perkins <[Perkins@isbe.net](mailto:Perkins@isbe.net)> wrote:

Sent on behalf of Marci Johnson, Director for Curriculum and Instruction and College and Career Readiness

Martha,

Thank you very much for sharing your thoughts on the Perkins V Grant.

Be well,

Marci

Marci Johnson

Director of Curriculum and Instruction

College and Career Readiness

State CTE Director

Illinois State Board of Education

100 N. 1<sup>st</sup> St. N-242

Springfield, IL 62777

217-524-4832

Ashley Pruitt

Program Specialist II

Curriculum & Instruction

Illinois State Board of Education

100 North First Street, C-215

Springfield, IL 62777

217/524-4832

**From:** Martha Eldredge-Stark <[meldredgestark@maine207.org](mailto:meldredgestark@maine207.org)>

**Sent:** Wednesday, December 19, 2018 12:44 PM

**To:** Perkins <[Perkins@isbe.net](mailto:Perkins@isbe.net)>

**Subject:** Input on Perkins V

I believe it is essential that we align our Perkins V plan to the PWR Act, encouraging schools' implementation of the PaCE Framework for *all* students, and aligning our CTE areas to the 7 career pathways the PWR uses for the College and Career Pathway Endorsements.

It is also essential that we incorporate new CTE courses and pathways that lead to 21st century skills in areas of developing technology, such as AI/Quantum Computing, Coding, Amazon Web Services, and Nanotechnology - *and* that we recognize Industry 4.0 integrates IT and Applied Tech, so our teacher licensure should recognize skills.

Martha

Martha Eldredge Stark  
Executive Director, NSERVE  
[www.NSERVE.info](http://www.NSERVE.info)

*NSERVE - Connecting Academics to the World of Work*

[www.InspireYourFuture.org](http://www.InspireYourFuture.org)  
1131 South Dee Road  
Park Ridge, IL 60068  
847.692.8023 - phone

## HARDIN STACI

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**From:** Laura Sullivan <lsullivan@eiefes.k12.il.us>  
**Sent:** Monday, April 1, 2019 9:08 AM  
**To:** Perkins  
**Subject:** Perkins Plan Input

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Hello,

As an EFE Director, I would like to share my input on our region's needs and my thoughts to the creation of state's plan for Perkins. With the below continued uses of funds and some additional needed uses of funds – the statewide allotment for EFE CTEI and Perkins funding really needs to increase. My EFE 340, in rural Central Illinois, continues to try and do more with a decrease in funding each year. If we can get to a point where our funds will start to increase, then the statewide allotment may still cause a decrease in my region's allotment due to the "one pie" that all EFEs share. None of us will be able to do more with less money. My office does not have a central career center, however, we host regional classes which are housed in area businesses and we are trying to work more closely with our community college to offer programming on campus to students. Our office serves 25 school districts throughout 8 counties.

### Points of consideration for Perkins

- Maintain split of money between K-12 and Community Colleges or increase to K-12 favor through EFE offices where systems are already in place to promote/encourage CTE opportunities for students. EFE's can continue and increase their efforts to create more CTE dual credit opportunities and promote the value of a skilled workforce and how postsecondary certifications and degrees will benefit the students we serve
- Allow rules for EFE's spending money on CTSOs. It would be helpful to increase the EFE appropriation. These high school membership organizations work with business and industry to create a fun learning environment through independent projects and competitions.
- Allow EFE money to be used to buy textbooks for CTE classes
- Allow EFE money to be used to fund more elementary programs (minimum amount). An increase in funds would be helpful to encourage CTE careers in the middle school and lead to enrollment in CTE courses at the HS level.
- Allow up to \$1000 in EFE funds to be used to market and promote CTE programs
- Allow presentation technology consistent with industry use to be purchased through EFE grants
- Align state goals and spending allowances with the federal goals and spending
- Be cautious in setting performance goals and targets too high as there is no lowering once they are set. Industries in small rural areas can have a large impact on the school communities – tax dollars, quality teachers, student enrollment

- Add EFE funds for innovative practices around programs of study
- Include a CTE state course code for Career Exploration. There are several NON CTE coded courses in the course catalog. I would suggest this course as a CTE course (currently non), available in all CTE CIPS to allow for this to be a Perkins/CTEI funded course. Employability skills are mentioned several times in Perkins V and this could be a course approved in all CIPS for any CTE teacher to teach
- Allow people with Masters or higher in a CTE field or Bachelors in CTE and Masters in Curriculum and Instruction to teach in CTE programs. This allows lifelong instructors to teach at the High School level without having the outside employment experience. For example, people with the CTE Masters Degree or higher can teach at the college and university level so why not allow them to teach at the High School level too. We need CTE teachers! (this could also apply to people with Masters Degrees in Math or English – they can teach at the college level but not at the high school – again we need teachers!) Individuals like these still have ties to business and industry which are valuable.
- Allow more flexibility in courses that make up program approval – don't require a school to teach a class in group 1 and a class in group 2. Allow a program to be made up of just 2 classes in a CIP Program. There are not any prerequisites so there should not be a need for a specific sequence. We need to give students more hands-on experiences in CTE classes which can be found in skill level classes which also includes more career exploration. Perkins V states that concentrators are students who take 2 classes in a CIP.
- Bring back the Career Readiness Certificates or create a new format for issuing/verifying that students have a certain set of soft skills that does not cost more money or become an unfunded mandate
- Continue to allow EFE funds to be used for school CTE Program Improvement – we need to help schools to upgrade CTE labs to recruit students and to meet industry standards
- Continue the reimbursement process for EFE Federal Funds and change state funds to the same process. The delay in state funding is very difficult on our small EFE offices
- If our EFE grant funds can support middle school students, please consider adding some sort of program approval for at least 8th-grade students in CTE classes with certified CTE instructors. Or provide a larger grant allocation for supporting these programs. Getting students interested in middle school will help to increase the high school pipeline. Some of our 8th-grade students are taught intro classes in the high school classroom by the high school teacher – this too should count for generating funds for our schools and should allow EFE systems to provide financial support for these classes.
- There is no need to increase the state's reserve funds for CTE. The state is too large to offer many collaborative activities and is too varied on district needs due to the low population density of downstate IL. Send these funds to EFE offices who work with these schools and businesses on a regular basis and have excellent programming in place.
- Allow Perkins/CTEI funds to be used to purchase uniforms, clothing, gas cards, bus passes and such to help students get to class and have clean clothes. In our rural region, students drive themselves to our regional classes and to our community college for dual enrollment programs. Some of these students may be economically disadvantaged and often need help covering the cost of class or transportation.

- To help underserved students, allow EFEs to use grant funds to help students attend dual enrollment programs on the community college campus. Our EFE is working to increase opportunities for students and with our college to charge one set fee for students taking these programs, however, students who are economically disadvantaged still cannot afford to pay the fee of just \$500 per semester for 6 or more credits at a time. Again in my rural region, students drive themselves to class.
- Continue to allow CTEI funds to be used for CTE teacher salary reimbursement for our small rural schools. Some of our schools rely on this allotment to keep their CTE teacher in their district. Otherwise, school boards who are looking for ways to cut costs will look more closely at cutting their CTE teachers. Many of our schools serve close to a 50% low-income student population and with teacher recruitment/shortage at an all-time high - we have to be able to help keep CTE teachers in our small, rural schools.

Thank you for allowing me to share my thoughts on Perkins/CTEI toward the formation of the new state plan. If I have additional ideas, I will continue to share them.

Laura Sullivan  
Director  
Eastern IL Education for Employment System 340  
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"Like" us on Facebook: <https://www.facebook.com/eiefes340>



## HARDIN STACI

---

**From:** Travis McGuire <tmcguire@hbr429.org>  
**Sent:** Tuesday, April 16, 2019 2:20 PM  
**To:** Perkins  
**Subject:** Perkins V feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

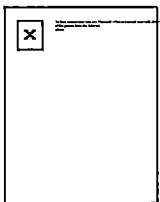
To Whom it May Concern:

In a Valley Education for Employment System (VALEES) Coordinating Council meeting today, information was shared about plans ISBE presented at a meeting during the Connections Conference. Hearing that information, I would like to provide some comments.

The intent of the Reserve Fund money totaling \$2,291,748 is a good idea, however, there needs to be solid process in place to determine how these funds will be spent, how they will be distributed, and the impact of those funds have on local programs. I am strongly opposed to ISBE again using the Reserve Funds from Local Funds for FY20 in any amount. If we have not utilized the funds for FY19, why would we save accumulate more funds by increasing our percentage from 10 to 15 percent? Until a process is in place and executed, I feel that the Reserve Fund should not accrue any additional money.

We are part of the Indian Valley Vocational Center (IVCC), which to my understanding are not eligible for the Reserve Fund competitive grant. IVCC is comprised of 11 rural districts. Overlooking an Area Vocational Center such as IVCC for this grant would be a mistake and would not follow the intent of the Perkins V Reserve Fund focus area on rural areas. Please make this correction so that our rural students benefit.

If you have any follow up questions, please let me know.



**Dr. Travis L McGuire**  
Superintendent, Hinckley-Big Rock CUSD #429  
815.286.7578 | tmcguire@hbr429.org  
<https://www.hbr429.org>  
700 E. Lincoln Highway | Hinckley, IL 60520 | Ready to go...



Every Royal's Voice April 12th - Superintendent



My latest post: [Student engagement and its impact](#)



Latest Tweet: Looking forward to it! #LearnPLinAction  
<https://t.co/tRqC96dl9p>

[Read More](#)



## HARDIN STACI

---

**From:** Brad Newkirk <brad.newkirk@bps101.net>  
**Sent:** Wednesday, April 17, 2019 10:29 AM  
**To:** Perkins  
**Subject:** Feedback from Batavia D101

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To Whom It May Concern,

I was disappointed to learn that ISBE withheld 10% of local funds with the plan to distribute these through a competitive grant program. Not only does reserving funds impact local programming for Illinois students but it also is troubling that this was never implemented and the funds sat unspent on students. It is unclear why ISBE would then plan to reserve 15% of local funds in FY20.

Please reconsider this decision and make a commitment to preserving local funds for schools and districts.

--  
Brad Newkirk  
Chief Academic Officer  
Batavia Public Schools  
630-937-8816  
[brad.newkirk@bps101.net](mailto:brad.newkirk@bps101.net)  
@BPSteachnlearn

## **HARDIN STACI**

---

**From:** Stephanie Crutcher <stephanie.crutcher@ictwolves.com>  
**Sent:** Monday, April 29, 2019 1:32 PM  
**To:** Perkins  
**Subject:** Perkins Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Please write into the state plan that Illinois will provide funding to allow all schools to use the funds to pay for Technical skill assessments (industry recognized certification exams/assessments)

Sincerely,  
Mrs. Stephanie Crutcher  
HS & MS Business Education Teacher  
Indian Creek School District  
506 South Shabbona Road  
Shabbona, IL 60550  
(815)824-2197 ext. 1113

## HARDIN STACI

---

**From:** DOROTHY APPIAH <DAPPIAH@msn.com>  
**Sent:** Friday, June 14, 2019 5:21 PM  
**To:** Perkins; CTE@iccb.sate.il.us  
**Subject:** ISBE/CTE: CAREERS...A Curriculum Training Guide © 2017.  
**Attachments:** TOC (2).pdf; TOC (1).pdf

**Importance:** High

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

I attended the 2019 ICTE Summer Academy in Naperville, June 10 & 11, 2019. On Monday, June 10, the Principal Consultant from ISBE gave a presentation on Rethink CTE. She mentioned that a student guide is in the envisioning stage. I do understand that ISBE is considering recreating a curriculum guide based on another district's guide. I should like to offer, *CAREERS...A Curriculum Training Guide*, as a possible answer to your statewide need.

Recently, I wrote, *CAREERS...A Curriculum Training Guide* ©2017. It is a researched based, career guide gleaned from my 29 years experience as a CTE educator and Perkins Coordinator in Chicago Public Schools. I think it offers a different model of instruction because it:

1. includes secondary pedagogy but also andragogy in the form of Adult Identity Formation as a comparison to regular A thru F grading requirements;
2. directs each lesson to act as a lesson plan for easy accommodation;
3. introduces foundational skills, soft skills, and social emotional learning skills into each lesson;
4. has timed classroom activities;
5. ends each lesson with a Reflection/Action requirement;
6. provides each lesson with an array of websites, which are aligned to the topic, eliminating the need for workbooks;
7. includes a Boot Camp to be used as individualized instruction or for a summer or short term program.

Each lesson infuses metacognition skills for daily practice. I know of no other guide offering these instructional concepts. This Curriculum Guide contains: a syllabus, a Rubric for comparison grading, a Table of Contents, a Bibliography, and an Appendix.

Prior to writing the Guide I spoke with various workforce directors. The most pressing need, from their perspective, was soft skills. Recently, a Chicago secondary principal stressed the need for emotional skills. Udemy, an online learning platform, recently wrote that soft skills were very much needed in today's environment. That is why each lesson leads off with these needed skills. To further support my curriculum, I utilized National Business Education Career Objectives and Illinois State Board of Education Standards. As a former CTE/business educator, I am aware of the need for this type of Guide. I served as a Marketing/Distributive Education Coordinator for many years at the secondary level.

I am attaching the Table of Contents so that you may get an idea of what the Guide contains. Of course, I am looking forward to your response and feedback. Thank you for taking the time to review *CAREERS...A Curriculum Training Guide* © 2017.

Dorothy M. Appiah, Ed.D., MPA, BSBA

D.K.Y. Associates, RLLP

PEL # 1836517

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## HARDIN STACI

---

**From:** Steve Svetlik <president@cs4il.org>  
**Sent:** Thursday, August 15, 2019 4:04 PM  
**To:** Perkins  
**Subject:** Regarding Perkins, CTE, and Computer Science

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

**Categories:** Red Category

To Whom It May Concern:

I am writing based on a recent tweet posted by @ISBNews earlier today inviting interested stakeholders to "get involved in developing the state plan to Rethink CTE". I am particularly interested in this offer as an endorsed, inservice high school Computer Science teacher. I also served as elected Chair of the ISBE Computer Science Education Task Force, and was principal writer of the CSETF Report published on 1 July 2017. I believe that the research I've conducted into the interplay between CTE and Computer Science through and subsequent to that work could be of benefit to K-12 students statewide in ensuring a more equitable experience in accessing the vital study of Computer Science. I do not know the capacity in which you are looking for assistance in formulation, but look forward to hearing from you on as much.

Some commentary in the interim: I believe a necessary step toward a solution to the well-documented shortage of Computer Science and CTE teachers in Illinois (particularly in underserved IL communities) is to loosen the non-negotiable requirement set forth by ISBE stipulating the 2000 minimum hours of paid industry experience. There is no denying the value to students in bringing industry-experienced teachers into the classroom. However, ISBE's stance that this be a non-negotiable requirement presents an immediate barrier for those who wish to teach computer science in a district that "houses" it under the CTE umbrella, but who do not hold industry experience.

As a case in point, I hold a Master's degree in Computer Science; I am scheduled this school year to teach four sections of a dual-credit/dual-enrollment Computer Science course through a local community college; I have taught one or more of AP Computer Science A, AP Computer Science AB, and AP Computer Science Principles for the last sixteen consecutive school years across three school districts; I hold a current 9-12 endorsement in Computer Science on my ISBE license; and yet I am unable to obtain CTE licensure because I never worked in the industry.

I hold no industry experience because when I obtained my undergraduate degree from UIC in secondary mathematics education 20 years ago, I immediately took a position thereafter as a full-time mathematics teacher. It was only in my fourth year of my teaching career that I decided to pursue the graduate degree in Computer Science while remaining in the classroom the entire time and ever since to this day.

By choosing to become a teacher immediately after obtaining a teaching license, the 2000-hour minimum paid industry requirement as implemented by ISBE in effect penalizes me for having made the decision to obtain a teaching job right out of college. Significantly, though formally the Computer Science endorsement is theoretically required to teach the subject matter, our School Code in Illinois does not stipulate any form of a definition of Computer Science. This allows school districts to codify courses with significant computer science curriculum under CTE, which through Perkins is tied to additional federal funding to districts.

Such funding is not available solely with the computer science endorsement, however, presenting an immediate equity barrier for both teachers and students. For current or prospective computer science teachers in a situation such as my



own, job portability across districts statewide is limited given the relatively limited number of districts offering computer science courses outside of CTE. For students, the opportunity to take bona fide computer science courses is a direct function of the zip code of their residence.

I welcome the opportunity to speak further with you about the reauthorization of Perkins within the context of Computer Science. In an age when well more than two dozen states in our country have taken substantive policy and legislative steps to support equitable access to computer science education for all students, I would be glad to help Illinois achieve as much by rethinking Perkins in service to our own K-12 students.

Gratefully,  
Steve Svetlik

--  
--

Steven Svetlik  
Founder and President, CS4IL  
m: [president@cs4il.org](mailto:president@cs4il.org)  
p: (847)736-9651  
w: <https://www.cs4il.org>  
t: @CSForIL #CS4IL

Join our growing organization of educators, NFPs, legislators, parents/guardians, and industry leaders in helping us to ensure **every** Illinois K-12 student, in **every** school across the state, receives the world-class Computer Science education they deserve. Contact me to find out how you can help.

*"What would society be like if schooling focused on purpose and passion as much as it focused on content and skills?"*

CS4IL is a 501(c)(3) nonprofit member organization of the [Code.org Advocacy Coalition](#) and the [CSforAll Consortium](#).

## HARDIN STACI

---

**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Monday, August 19, 2019 1:55 PM  
**To:** Perkins  
**Subject:** Size, Scope & Quality Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

**Categories:** Red Category

Good afternoon,

Please accept the comments below on the draft definition of Size, Scope and Quality distributed during the SDLC meeting in August.

- Size: LEAs should be given the same discretion to follow local board policies on class sizes that postsecondary recipients are given.
- Size: If an AVC teacher offers a split section with level 1 and level 2 students being taught in the same room at the same time, is minimum class size met when there are 10 total students between the two levels?
- Size: In reference to the table with Size of LEA District and Minimum Number of CTE Programs of Study, how is the AVC's "size" determined for the purposes of this chart? Number of students served annually by the AVC or total enrollment of all sending schools or different measure?

Thank you,

**Cassie Blickem**

Director

Valley Education for Employment System (VALEES)

Rt. 47 at Waubonsee Dr.

Sugar Grove, IL 60554

(630) 466-2905

(630) 466-9621 fax

[cblickem@waubonsee.edu](mailto:cblickem@waubonsee.edu)

[www.valees.org](http://www.valees.org)

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## HARDIN STACI

---

**From:** Steve Svetlik <president@cs4il.org>  
**Sent:** Tuesday, August 27, 2019 1:46 PM  
**To:** Perkins  
**Subject:** Re: Regarding Perkins, CTE, and Computer Science

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Likewise, Marci. Greatly appreciate the response.

Steve

Steven Svetlik  
Founder and President, CS4IL  
m: [president@cs4il.org](mailto:president@cs4il.org)  
p: (847)736-9651  
w: <https://www.cs4il.org>  
t: @CSForIL #CS4IL

Join our coalition of educators, NFPs, legislators, parents/guardians, and industry leaders to help every Illinois K-12 student receive the world-class Computer Science education they deserve. Contact me to find out how.

*"What would society be like if schooling focused on purpose and passion as much as it focused on content and skills?"*

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On Aug 27, 2019, at 1:10 PM, Perkins <[Perkins@isbe.net](mailto:Perkins@isbe.net)> wrote:

Thank you Steve for your input. I really appreciate it. We will look more into this.

Marci Johnson  
Director of Curriculum and Instruction  
College and Career Readiness  
State CTE Director  
Illinois State Board of Education  
100 N. 1<sup>st</sup> St. N-242  
Springfield, IL 62777  
217-524-4832

**From:** Steve Svetlik [<mailto:president@cs4il.org>]  
**Sent:** Thursday, August 15, 2019 4:04 PM

To: Perkins <Perkins@isbe.net>

Subject: Regarding Perkins, CTE, and Computer Science

To Whom It May Concern:

I am writing based on a recent tweet posted by @ISBEnews earlier today inviting interested stakeholders to "get involved in developing the state plan to Rethink CTE". I am particularly interested in this offer as an endorsed, inservice high school Computer Science teacher. I also served as elected Chair of the ISBE Computer Science Education Task Force, and was principal writer of the CSETF Report published on 1 July 2017. I believe that the research I've conducted into the interplay between CTE and Computer Science through and subsequent to that work could be of benefit to K-12 students statewide in ensuring a more equitable experience in accessing the vital study of Computer Science. I do not know the capacity in which you are looking for assistance in formulation, but look forward to hearing from you on as much.

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I welcome the opportunity to speak further with you about the reauthorization of Perkins within the context of Computer Science. In an age when well more than two dozen states in our country have taken substantive policy and legislative steps to support equitable access to computer science education for all students, I would be glad to help Illinois achieve as much by rethinking Perkins in service to our own K-12 students.

Gratefully,  
Steve Svetlik

--  
--

Steven Svetlik  
Founder and President, CS4IL  
m: [president@cs4il.org](mailto:president@cs4il.org)  
p: (847)736-9651  
w: <https://www.cs4il.org>  
t: @CSForIL #CS4IL

Join our growing organization of educators, NFPs, legislators, parents/guardians, and industry leaders in helping us to ensure **every** Illinois K-12 student, in **every** school across the state, receives the world-class Computer Science education they deserve. Contact me to find out how you can help.

*"What would society be like if schooling focused on purpose and passion as much as it focused on content and skills?"*

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## HARDIN STACI

---

**From:** Dixie Carter <dcarter@okaw.us>  
**Sent:** Wednesday, September 25, 2019 8:29 AM  
**To:** Perkins  
**Subject:** Perkins Plan Example

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Is there an example of what ISBE is looking for in the required Perkins Plan? Thank you.

## HARDIN STACI

---

**From:** DVR Programs of Study <director@dvr-efe.org>  
**Sent:** Wednesday, October 9, 2019 3:11 PM  
**To:** Perkins  
**Subject:** Perkins Draft

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

page 27

This page looks like it may have been picked up from Perkins 2006 (or whenever the last plan was submitted.)

The language is not consistent with PerkinsV.

starts with "CTE programs in Illinois must meet three minimum criteria: need, cost and quality. "

With new language Under Perkins V we are talking about "size, scope and quality" so those new descriptions should be in this section rather than "need, cost and quality."

Also, from the old Perkins plan, as ISBE reduced the consultant staff over time, final program approval was moved to the EFEs. Since EFEs do the work to evaluate requests, why put the burden back on ISBE to approve? You have enough to deal with processing grants & amendments, not to mention the increase in TAV visits from every 5 years to alternating years under the new draft!

The work load needs to be manageable.

Take care,

Anne

--

Dr. Anne Cothran, Director

DVR

Des Plaines Valley Region Education for Employment System 030

2000 N. 5th Ave, River Grove, Il 60171

(708)779-4448 office (708)779-4627 fax (708) 890-3525 cell

Member ACTE, IACTE, ICTA



---

<http://www.dvr-efe.org> \* <http://www.dvr-efe.info>

Elmwood Park CU School District 401, Leyden Township High School District 212, Oak Park & River Forest High School District 200, Proviso Township High School District 209, Ridgewood High School District 234, Riverside Brookfield High School District 208, Triton College District 504

# HARDIN STACI

---

**From:** Hasan Kose <kose@conceptschoools.org>  
**Sent:** Thursday, October 17, 2019 11:48 AM  
**To:** JOHNSON MARCI; whitney.thompson  
**Cc:** Perkins  
**Subject:** Perkins V Grant

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Good Morning All,






First, I would like to thank you for the wonderful training at Buffalo Grove High School last week. It clarified many questions in my mind and I have also kept searching about this grant after that, too. There are still some issues that are not clear to me though and I will appreciate any details or links that will help me understand this Perkins grant and its relation with PLTW & CTE grants (if there are any).

I was told at the event that Perkins V is a formula, non-competitive grant: However, when I checked with the treasurer, he is not aware of any funds sent to any of our four schools in IL. (They are public charter schools and their names are; Chicago Math and Science Academy, Horizon Science Academy Belmont/McKinley/South West) Is this a beginning stage of the grant so no schools were sent any funds so far or did we miss something?

Also, Could you please tell me where I can find more details about CTE grants and when the applications will become available?

Thank you very much for your help and warmest regards,

Hasan

|                                                                                     |                                                                                                                    |                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  | Hasan Kose<br>Director of Grants<br>1336 Basswood Road   Schaumburg, IL 60173<br>(O) 847.824.3380   (D) 8472279864 |                                                                                     |                                                                                     |
|  |                                 |  |  |



## HARDIN STACI

---

**From:** JOHNSON MARCI  
**Sent:** Thursday, October 17, 2019 1:03 PM  
**To:** Hasan Kose; whitney.thompson  
**Cc:** Perkins  
**Subject:** RE: Perkins V Grant

Hi Hasan

Are your charter schools a charter under the district or one of the State Charter Schools? I think that they are under the school district. If that is the case the funding flows through the school district. If you want to discuss further, please let me know and we can set up a call.

Marci Johnson  
CTE and Innovation Director  
State CTE Director  
Illinois State Board of Education  
217-524-4832

**From:** Hasan Kose <kose@conceptschoools.org>  
**Sent:** Thursday, October 17, 2019 11:48 AM  
**To:** JOHNSON MARCI <marjohns@isbe.net>; whitney.thompson <whitney.thompson@illinois.gov>  
**Cc:** Perkins <Perkins@isbe.net>  
**Subject:** Perkins V Grant

Good Morning All,

First, I would like to thank you for the wonderful training at Buffalo Grove High School last week. It clarified many questions in my mind and I have also kept searching about this grant after that, too. There are still some issues that are not clear to me though and I will appreciate any details or links that will help me understand this Perkins grant and its relation with PLTW & CTE grants (if there are any).

I was told at the event that Perkins V is a formula, non-competitive grant: However, when I checked with the treasurer, he is not aware of any funds sent to any of our four schools in IL. (They are public charter schools and their names are; Chicago Math and Science Academy, Horizon Science Academy Belmont/McKinley/South West) Is this a beginning stage of the grant so no schools were sent any funds so far or did we miss something?

Also, Could you please tell me where I can find more details about CTE grants and when the applications will become available?

Thank you very much for your help and warmest regards,

Hasan

## HARDIN STACI

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**From:** DVR Programs of Study <director@dvr-efe.org>  
**Sent:** Friday, October 18, 2019 10:46 AM  
**To:** Perkins  
**Subject:** Feedback on Perkins V State Plan Draft

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Comprehensive Local Needs Assessment for Secondary

page 4

Placement Data - this has always been collected at the state level by merging clearing house data, community college data, military data and IDES data with the state longitudinal database. This should continue under state leadership. Secondary schools do not have the capacity to purchase, merge and analyze the data required to track students after secondary graduation.

page 5

Are PD opportunities supposed to count events, or participants?

page 7 Step 2

Specifies IDES data. What about Burning Glass, Chmura, or US DLcounty data?

the question of industries with growth does not necessarily translate to opportunity. We have industries needing to replace thousands of workers, and growth industries who only need a few dozen. (related question is on page 12)

"which graduates of our programs are thriving in the labor market?" define thriving, please. This question belongs on the POs-secondary list not the secondary list. (duplicated on page 12)

Page 7 Step 2a

timelines to implement data collection - again, this is done through the state longitudinal database, not at the local level. This is part of state leadership.

Page 8

"Does our enrollment size have the capacity to meet the demands of the Business/industries in our region?" This is a post-secondary question. They supply the labor market.

"What barriers may prevent students from completing a program of study at our institution and others in the area?" This applies to post-secondary, not secondary.

Page 10 Step 1a

Out of school Youth

Applies to post-secondary

Will Enrollment trends by CIP be supplied by ISBE through the ISCS data fields?

--

Dr. Anne Cothran, Director

DVR

Des Plaines Valley Region Education for Employment System 030

2000 N. 5th Ave, River Grove, Il 60171

(708)779-4448 office (708)779-4627 fax (708) 890-3525 cell

Member ACTE, IACTE, ICTA

## HARDIN STACI

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**From:** DVR Programs of Study <director@dvr-efe.org>  
**Sent:** Friday, October 18, 2019 10:59 AM  
**To:** Perkins  
**Subject:** Local Application for Secondary Education

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

### Levels of Performance

4S1 Non Traditional Program Enrollment - under PerkinsV shouldn't this be program completion?

The last several years have had alterations in State testing which resulted in significant changes in Perkins Levels, AALP, and attainment measures in reading and math that do not appear to have been carried forward here in 2S1 & 2S2. How will those testing changes impact the Perkins V Academic Performance levels?

This chart implies that AALP must be applied for on a school-by-school basis via waiver request. Since not all districts have the same school-wide test performance, they should not all have the same CTE benchmarks either. Applying the same level to all schools creates an inequity.

How to do schools apply for a waiver, and when?

### Uniform Grant Agreement Exhibits

Exhibit B Deliverables. 4)

"If 90% of an agreed upon local level of performance is not met . . ." How is such an agreement arrived at?

--

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<http://www.dvr-efe.org> \* <http://www.dvr-efe.info>

Elmwood Park CU School District 401, Leyden Township High School District 212, Oak Park & River Forest High School District 200, Proviso Township High School District 209, Ridgewood High School District 234, Riverside Brookfield High School District 208, Triton College District 504

## **HARDIN STACI**

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**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Wednesday, October 23, 2019 8:14 AM  
**To:** cte@iccb.state.il.us; Perkins  
**Cc:** Joe Barbic; Laura Edwards; Brian Gordon; Vernon Alexander; Rick Burchell; Carol Brooks  
**Subject:** Perkins V Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

ISBE and ICCB,

After attending the Thursday, October 10, 2019 Perkins V Listening Tour at the Wilco Area Career Center, I am submitting the following feedback to the Illinois State Board of Education and the Illinois Community College Board from VALEES (EFE #130).

Please note my feedback is organized around the five goals of the state plan (page 3). State plan goals are the bolded headers below.

Thank you for the opportunity to provide feedback.

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### **Goal 1: Increase Postsecondary and Industry-Recognized Credential Attainment**

Clarification: The terms postsecondary and industry-recognized credential should be defined for Perkins stakeholders. The terms are not interchangeable. A postsecondary credential is issued by a postsecondary institution. A postsecondary credential is not necessarily recognized by industry.

On page 4 of Appendix R Comprehensive Local Needs Assessment, the Program Data Review asks the question "Certification/Credential Opportunities - Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials." This language should be clarified to say postsecondary or industry-recognized credential.

Recently, I attended a Joint Advisory Committee for manufacturing with our community college partners. No employers present at the meeting recognized the NIMS credential in their recruiting or hiring process. How can local entities indicate that employers in their local area are not recognizing credentials. VALEES advises districts, schools, and programs to support credential attainment if it is either recognized by local employers or crosswalks to proficiency credit at the community college. The CLNA and draft Perkins V plan do not make this distinction clear. Is it the ISBE's intent for programs to seek credentials that local employers do not value in order to meet Perkins V or state CCRI performance targets?

### **Goal 2: Enhance Career Pathway Opportunities**

All funding related comments are included under Goal 2. Funding directly impacts the number and type of career pathway opportunities a region, district and school can provide.

Funding - During the slideshow presentation on October 10, 2019, ISBE and ICCB shared the most recent CTE secondary and postsecondary enrollment data. The slide listed secondary as serving 238,000 CTE concentrators and postsecondary serving 131,000 CTE students.

These enrollment figures at a minimum support a 60 secondary/40 post-secondary funding split. If funding were to directly align with enrollment, then a 65 secondary/35 post-secondary funding split is more accurate.

Funding - The VALEES region continues to discourage the use of the Reserve Fund by the ISBE. In FY19 and in FY20, the ISBE has used the Reserve Fund to withhold local dollars for competitive grants. The secondary system has **not** received an opportunity to apply for one of these competitive grants as of October, 2019. The local dollars from the Reserve Fund belong with local entities.

Funding - During the Listening Tour it was explained that the focus areas for Reserve Fund competitive grants would be (a) rural areas and (d) areas with disparities or gaps in performance. It was also explained that Area Career Centers would not be eligible recipients of reserve fund competitive grants.

In the VALEES region, Indian Valley Vocational Center (IVVC) serves eleven feeder districts (ten high schools) with 11th and 12th grade CTE programming in sixteen CTE areas. Rural schools participating in IVVC who are not direct recipients of Perkins include: Earlville, Hinckley-Big Rock, Indian Creek, Leland, Newark, Paw Paw, Serena, and Somonauk. These rural schools participate in IVVC to “enhance career pathway opportunities” - providing opportunities cooperatively that can not be provided individually. **IVVC and other Area Career Centers serving rural schools should be eligible recipients under all competitive grants.**

Question: Appendix P describes the Local Application, in the section titled CTE Programs and Activities the EFE selects the programs that will receive funding in the four year window. The directions state “if proposing a program not currently state-approved, please refer to Federal CIPs for guidance”, does this mean that EFEs can begin funding cyber security or computer science programs before the state has approved the CIP?

### **Goal 3: Expand Early College Credit Opportunities**

Articulated Credit & Proficiency Credit for Industry Recognized Credentials - In the VALEES region, early college credit takes three forms: dual credit, articulated credit and credit for an industry recognized credential. When discussing the secondary program quality indicator the Perkins V written draft plan (page 63), refers to dual credit and other “credit transfer agreements.”

It is important that both agencies understand and measure the impact of other “credit transfer agreements” in addition to dual credit. I would ask that:

- 1.
2. All stakeholders understand what data is being used for measuring dual credit. Is this SIS data, community college data? What specific fields in SIS? Etc.
- 3.
4. That a plan for recognizing and collecting data for other “credit transfer agreements” is established.

Textbooks - Two main barriers exist in the VALEES region for adopting CTE dual credit - teacher qualification and cost of textbook adoption. Encouraging post-secondary to adopt OER as textbooks can help with the cost of textbook adoption. Alternatively, allowing textbook purchases in the Perkins and CTEI grants for the purposes of adopting dual credit could also eliminate a barrier.

Qualifications to Teach - There is significant disparity in opportunity across the state for school districts to engage in dual credit agreements with their community college partners. That disparity is attributable to secondary teacher qualifications AND to differences in community college interpretation and implementation of such policies as the Dual Credit Quality Act and the Higher Learning Commission Guidelines for Institutions and Peer Reviews for Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices. The disparity in opportunities for dual credit is NOT simply and only a secondary teacher qualification issue.

Quoted text from the HLC guidelines include:

- Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.
- Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience.

During the October 10, 2019 Wilco Area Career Center Listening Tour, it was very clear from the different levels of audience participation that dual credit remains an important topic with complex local issues between secondary and postsecondary. It is very important that the two agencies, ISBE and ICCB, work together to make their expectations clear around the need as a state to implement Perkins V successfully.

The state of Illinois will not meet its program quality indicator without post-secondary extending meaningful opportunities for dual credit to secondary. The program quality indicator cannot be viewed as solely a secondary responsibility. Post-secondary institutions erecting barriers to dual credit that do not exist in HLC guidelines need support from ICCB and peer institutions on how to implement successful dual credit programs, how to assist faculty in seeing the value of dual credit for building a pathway to the community college program, and an expectation with an established timeline for the offering of meaningful opportunities to secondary programs.

The VALEES region enjoys a strong and productive relationship with Waubensee Community College as it relates to dual credit. Not all systems and districts have the access and opportunity for dual credit the VALEES region does.

#### **Goal 4: Increase Responsiveness to Communities' Workforce Needs**

While it is certainly important that CTE programs remain relevant to the local communities' workforce needs, I have serious concerns with the implementation potential of this goal. Labor market data is projected on historical trends. No labor market professional has a crystal ball to see into the future. Projections are educated guesses.

I would imagine that all EFE regions have programs that don't neatly align to current labor market needs. However, the programs enjoy strong student interest, develop critical employability skills, offer participation in CTSOs, and meet the quality components of a CTE system.

The language in the PDR and LNA (page 7) including "for CTE programs that are not aligned to State or Regional Labor Markets, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program" discourages the continuation of programs that do not neatly match labor market trends.

In the VALEES region, districts eliminated programs like manufacturing including welding and machine tool in the 1980s and 1990s when the belief was everyone would go to college for a white collar job. Equipment was sold and CTE laboratory spaces converted to classrooms. We are now working to reverse this 1980s and 1990s prediction of the future as it did not materialize and we are instead very much in need of the blue and new collar workforce that CTE programs prepare students to enter.

Programs that align with the quality components of a CTE system and meet the size, scope and quality guidelines and other Perkins V objectives should not be discontinued or forced to solely rely on local funds.

### **Goal 5: Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators**

Short-Term Approval and 2,000 Hours of Work Experience - Several VALEES regional PEL holders have successfully applied for a short-term approval (STA) in a CTE content area by passing the content area exam. Receiving permanent approval for the endorsement including eligibility for Perkins funding, would require these STA holders to complete 2,000 hours of work outside of education. Having an alternative route for those with a STA to gain industry experience without leaving the classroom for 2,000 hours should be established.

Ideas include:

- 1.
2. Completing an agreed upon number of externship hours over a given period of time. VALEES would happily support teachers with a STA to identify externships sites related to their industry and provide a small stipend for participation during the summer and/or winter and spring breaks.
- 3.
4. Recognizing industry-recognized credentials as part of or in place of the 2,000 hour work experience. For example, if a recent candidate held an OSHA-10 General Industry card and an AWS welding certification, but had not yet spent 2,000 hours in a workplace, could all or a significant portion of the 2,000 hours be satisfied through the industry-recognized credential.

Educator Pathway - Page 55 of the Draft plan refers to the Teach Illinois Recommendation to implement an educator career pathway at the secondary level. VALEES strongly supports this Teach Illinois Recommendation and would encourage ISBE to make it a priority in the Perkins V implementation. Early childhood programs in the VALEES region see continued growth in the number of high school students enrolling in the Early Childhood POS because of their interest in education as a career. They see the early childhood programs as their best available opportunity for career exploration and development.

VALEES would support the development and implementation of local programs in a 1 + 1 + 2 model - one year of high school dual credit, one year of community college and two years at a regional university educator preparation program.

#### **Cassie Blickem**

Director

Valley Education for Employment System (VALEES)

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## **HARDIN STACI**

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**From:** Stanton, Susan <StantonS@actnowillinois.org>  
**Sent:** Thursday, October 24, 2019 10:02 AM  
**To:** Perkins  
**Subject:** Comments  
**Attachments:** Perkins V Draft Plan Comments 10.8.19.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

We were planning to attend the Chicago date that was cancelled. Please see our attached comments. We strongly encourage ISBE to reschedule this date in order to gain valuable feedback.

Susan Stanton  
Network Lead

Afterschool for Children and Teens Now (ACT Now) Coalition  
[www.actnowillinois.org](http://www.actnowillinois.org)  
312-877-0725  
One North Dearborn, Suite 1000  
Chicago, IL 60602





## Comments on Draft Perkins V Transition Plan

Submitted by Susan Stanton on behalf of the ACT Now Coalition, October 25, 2019

### A. Our Organization

The Afterschool for Children and Teens Now Coalition (ACT Now) is a statewide organization that works to ensure that young people in Illinois have access to quality and affordable afterschool and youth development programs. We believe that an increased commitment to young people beyond the traditional school day is a crucial part of their growth into healthy and productive individuals. ACT Now is a diverse coalition supported by Illinois families, educators, business leaders, community advocates, youth organizations, and policymakers from across the state. Afterschool is a critical partner for workforce development. On behalf of our 2,100 members statewide, we ask for the greater inclusion of afterschool programs in ISBE and ICCB's Perkins V Transition Plan.

### B. Background on Afterschool Programs in Illinois and Preparing Youth for the Workforce

In Illinois, we have successful afterschool programs in 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> Century), administered by ISBE, and the Teen REACH program, administered by the Department of Human Services. Afterschool programs and out-of-school supports, like 21<sup>st</sup> Century and Teen REACH, are critical for the success of children, families, and communities all across Illinois. Afterschool programs make learning fun, provide a safe and welcoming environment for youth, and support the workforce of today and tomorrow.

Afterschool programs promote academic success and career-connected learning. Studies show that afterschool programs are sparking students' interest in school leading to better school attendance, grades, standardized test scores, and behavior.<sup>1</sup> Data collected by ISBE shows that 21<sup>st</sup> Century improves academic outcomes for students. In the 2017 to 2018 school year, over 70 percent of 21<sup>st</sup> Century participants improved their academic performance.<sup>2</sup> Surveys of 21<sup>st</sup> Century participants' teachers indicated that 53 percent of elementary students and 56 percent of middle/high school students improved class attendance.<sup>3</sup> 99.3 percent of Teen REACH high school seniors graduate, as opposed to the statewide average of only 86 percent graduation within seven years.<sup>4</sup> Further, data collected from Teen REACH sites shows that 73 percent of Teen REACH youth improved school attendance, and 93 percent of Teen REACH students improved their grades within a year.<sup>5</sup>

Afterschool programs can also help prepare the future workforce of Illinois by teaching career skills, exposing youth to new careers, and inspiring youth to reach their full potential. Afterschool and summer learning programs teach leadership, problem-solving, critical thinking, teamwork, responsibility, and time

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<sup>1</sup> Durlak, J.A. & Weissberg R.P. (2010). *Afterschool programs that follow evidence-based practices to promote social and emotional development are effective*. Retrieved from [http://www.expandinglearning.org/docs/Durlak&Weissberg\\_Final.pdf](http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf).

<sup>2</sup> Goodyear, L., Mansori, S., Cox, J., & Rodriguez S. (2019). *Illinois state board of education 21<sup>st</sup> Century Community Learning Centers program: State level program evaluation year 2017-2018*. Retrieved from <https://www.isbe.net/Documents/21-CCLC-FY18-Evaluation-Report.pdf>.

<sup>3</sup> *Ibid.*

<sup>4</sup> Illinois Department of Human Services. (n.d.). *Teen responsibility, education, achievement, caring, and hope (Teen REACH)*. Retrieved from <http://www.dhs.state.il.us/page.aspx?item=30777>.

<sup>5</sup> *Ibid.*

management, which youth need to be successful in the workforce. Studies show that cognitive skills such as these are significantly more important in determining economic outcomes than school attainment.<sup>6</sup> The afterschool hours offer time for apprenticeships, guest speakers, and project-based activities that build workforce skills and promote career exploration.<sup>7</sup> These activities, which many schools do not have the time and resources to provide, are key to helping students become college and career ready and make a successful transition after high school.<sup>8</sup> 21<sup>st</sup> Century grantees report that 52 percent of elementary programs, 71 percent of middle school programs, and 91 percent of high school programs offer opportunities for career exploration.<sup>9</sup> In ACT Now's Afterschool Map and Database, 47 percent of programs statewide report offering career and college preparation in their programs.<sup>10</sup>

### **C. Opportunities to Partner with Out-of-School Time Programs in the Draft Perkins V Transition Plan**

In the reauthorization of the Perkins CTE law, there is a lot of language that fosters connections between CTE and out-of-school time learning to provide greater support for career-connected learning. ISBE and ICCB missed many of these opportunities in its initial draft plan. We hope that a second version of the plan will better take into consideration equity and inclusiveness by incorporating afterschool programs and community-based organizations as a strategic partner. The following are areas that we hope ISBE and ICCB pay particular attention to in drafting a second version of its plan:

- **Employability Skills:** Perkins V mentions the importance of employability skills in career development. Afterschool programs are well-positioned to help teach these skills at a young age. The activities and lessons conducted in afterschool programs teach skills like leadership, critical thinking, working in teams and much more. Afterschool programs have the flexibility not provided in the school day to specifically address this need. On pages 10 to 11 of the draft plan, we suggest adding language about the value of exploring employability skills before the high school years and forming partnerships with afterschool programs and community-based organizations to execute this work.
- **Career Exploration and Effective Communication Strategies:** Perkins V expands eligible uses of funds to allow for career exploration in grades five and up. Partnering with afterschool programs in the middle grades will help expose youth to careers earlier and inspire them to choose CTE pathways in high school. It is much easier to peak youth's interest if this work starts younger. We are incredibly concerned about the methods of communication outlined by ISBE and ICCB for career exploration. Many parents and youth do not read the Superintendent's Newsletter, are not looped in with CTE structures, and may not yet be working with School Counselors. We suggest disseminating this information through afterschool programs and community-based organizations (pages 11 to 12 of the plan) because they are trusted sources that are much more connected to community needs. Further, in discussing fiscal responsibility

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<sup>6</sup> Afterschool Alliance. (2009). *Afterschool: Opening doors to work and careers*. Retrieved from <http://www.afterschoolalliance.org/Workforce%20Brief%2036%20FINAL.pdf>.

<sup>7</sup> Afterschool Alliance. (2011). *Afterschool: Supporting career and college pathways for middle school age youth*. Retrieved from [http://afterschoolalliance.org/documents/issue\\_briefs/issue\\_collegeCareer\\_46.pdf](http://afterschoolalliance.org/documents/issue_briefs/issue_collegeCareer_46.pdf).

<sup>8</sup> *Ibid.*

<sup>9</sup> Goodyear, Mansori, Cox, & Rodriguez, 2019.

<sup>10</sup> Stanton, S. (2018). *The state of afterschool in Illinois*. Retrieved from [http://www.actnowillinois.org/wp-content/uploads/2018/10/10.23-ACT-Now\\_pages.pdf](http://www.actnowillinois.org/wp-content/uploads/2018/10/10.23-ACT-Now_pages.pdf).

(page 22), we recommend that ISBE suggest to districts that conducting exploration in the middle grades will increase CTE participation and success.

- **Reaching Special Populations:** Perkins V has an emphasis on reaching special populations, including individuals from economically disadvantaged families, English learners, and homeless youth. We do not feel that the Illinois plan goes far enough to reach these populations (pages 8 and 18). The methods of communication outlined will not effectively reach these groups. Further, these groups need knowledge of their options before the high school years, in order to ensure they take advantage of them. Afterschool programs in Illinois are already serving a high percentage of low-income and at-risk youth. These programs have close relationships with families and community members, often employing people from the community that may speak the same language and have similar personal backgrounds. We request that ISBE specifically suggest that school districts partner with afterschool programs in order to ensure they reach special populations.
- **Incorporating Afterschool into RFPs:** Given afterschool programs as a proven effective partner in career exploration and employability skill development, we suggest that ISBE incorporate partnerships with afterschool programs and career exploration into its RFPs (plan page 4), in order to make sure CTE grantees are implementing programming in an effective and inclusive way.
- **Working with Intermediaries:** Perkins V mentions partnerships with community-based partners within the definition of qualified intermediaries (non-profits that connect students with opportunities). We encourage ISBE and ICCB to include partnering with community-based afterschool programs in its state plan to cast a wider net in preparing youth for career.
- **Eligible Uses of Local Funds:** Perkins V for the first time explicitly lists partnerships with community-based and youth-serving organizations as eligible uses of local funds. Using this funding to allow partnerships with afterschool programs can help to start youth thinking about their careers younger. We request that ISBE and ICCB specifically call this out in its draft plan.

*Please feel free to reach out to ACT Now Network Lead, Susan Stanton, with any questions related to these comments: [stantons@actnowillinois.org](mailto:stantons@actnowillinois.org) or 312-877-0725.*

## HARDIN STACI

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**From:** Jill Warren <jwarren@efe320.org>  
**Sent:** Tuesday, October 29, 2019 9:35 AM  
**To:** Perkins  
**Subject:** System Director Training Oct 28

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Hello Whitney and Heather,

This email is a followup to the clarification I sought from you at the conclusion of the System Director's CLNA training yesterday. I fear some of the new System Directors may be a bit confused regarding the requirements to come. After our discussion, you asked me to send an email to [perkins@isbe.net](mailto:perkins@isbe.net) reiterating what we discussed.

1. The **CTE Program of Study Approval** opens November 1 and must be completed in IWAS by December 1. This should be conducted by someone in the school who is familiar with the CTE curriculum as he/she will have to review current CTE offerings/courses/assigned CIPs. The superintendent will need to assign a Point of Contact person to complete this step. The CTE POSA must be completed before the PDR as information from the CTE Program of Study Approval will be used to prepopulate parts of the PDR. Correct?
2. The **Program Data Review (PDR)** opens January 1 and must be completed by February 15. This should be completed by school administration or a team of admin/teachers. Questions asked on the PDR include post high school plans for seniors one year out and five years out, interaction of other school personnel with CTE students, professional development, etc. The PDR must be completed before the Local Needs Assessment (LNA) as information from the PDR will be used to prepopulate parts of the LNA. Correct?
3. The **Local Needs Assessment (LNA)** opens January 1 and must be completed by February 15. This should be completed by school administration or a team of admin/teachers/stakeholders. Many parts will be prepopulated with information from the PDR and CTE Program of Study Approval. The LNA addresses the required components of Perkins V and include verifying current approved Programs of Study, identifying planning team stakeholders, identifying data sources, analyzing disaggregated data, identifying areas of growth and strengths, identifying areas of opportunity and prioritizing those opportunities. The LNA must be completed before the Comprehensive Local Needs Assessment (CLNA) as information from the LNAs will be used to prepopulate parts of the CLNA. Correct?
4. The **Comprehensive Local Needs Assessment (CLNA)** opens January 1 and must be completed by the EFE System Director by April 1. The CLNA cannot be completed by the EFE System Director until all high schools in the EFE Region have completed the LNA. Correct?

I realize this information will need to be tweaked to read "district" instead of school for those districts that have more than one high school. All of my districts have only one high school. So, for me, school and district are the same thing. Just typing this email helped make things more clear in my brain. I hope it will help others.

**Jill Warren, System Director**  
**Tazewell Education for Employment**  
**200 S. Second Street, Suite 12**  
**Pekin, IL 61554 309.353.5011**

# NSERVE Connecting Academics to the World of Work

October 29, 2019

Dr. Carmen Ayala, State Superintendent  
Illinois State Board of Education  
100 North 1st Street  
Springfield, IL 62777

**RECEIVED**  
NOV 13 2019 #2  
State Superintendent's  
Office

Dear Dr. Ayala:

The Perkins V transition plan and the draft four-year plan state that ISBE is considering asking for a waiver from the federal Perkins funding formula in order to align Illinois' Perkins formula to the State's Evidence-Based Funding (EBF) formula. At the recent Perkins road show presentations, it was noted that ISBE is also planning to consider that same waiver for the state's "maintenance of effort" Career and Technical Education Improvement (CTEI) grant, rather than the current formula which is based solely on Career and Technical Education (CTE) enrollment in our schools' CTE course sequences. The federal Perkins formula is based 70% on poverty levels, and therefore it already takes into account the same concerns EBF seeks to address in Illinois.

Our NSERVE region (EFE 020) has almost 24,000 secondary students and almost half of them take at least one CTE course. A reduction in our grant funds would result in a downgrade in our CTE programming, compromising our ability to provide industry-standard equipment, and supplies and training for our CTE staff. Maintaining such programs without sufficient funding would lead to fewer CTE offerings and a reduction in programming without a tax increase. Such an increase is untenable, especially with continued bi-partisan support for a state-wide property tax freeze. A cut in funding will lead to fewer Illinois students being exposed to and potentially finding career pathways to well-paying jobs. Such a change in funding would seriously compromise our ability to meet the expectations of the Postsecondary Workforce Readiness Act. While we are in complete agreement with the equity focus of EBF, the potential of an EBF waiver without a hold harmless provision could mean a substantial loss of CTE grant funding for our districts. Since Perkins has a set amount of funding, it would be difficult to make this equitable for all schools.

It is also a concern to us that the secondary/postsecondary percentage split of Perkins funding is not yet determined and is not stated in the draft four-year plan. Secondary CTE enrollment has been steadily increasing over the past five years and is now at 46% state-wide. Approximately 70% of CTE enrollment is secondary; postsecondary CTE enrollment is at 30%. Perkins V legislation now allows secondary funds to be used down to grade 5. While this provides opportunities for us to interface with our sender schools, it will also affect the funding for our high schools. We ask that the final Perkins state plan keep at least the traditional 60/40% split in Perkins funding, with 60% or more targeted to secondary education, as we have limited means to address increases in operational costs other than raising taxes, unlike postsecondary institutions that have multiple funding streams, more specifically, the ability to charge or raise tuition.

We would appreciate your response to our concerns.

Sincerely,

The NSERVE Board of Control  
North Suburban Cook County Assistant Superintendents for Curriculum & Instruction



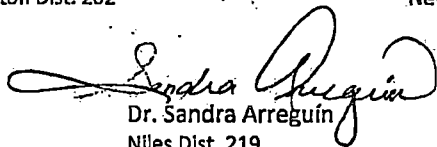
Dr. Peter Bavis  
Evanston Dist. 202



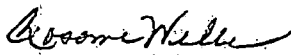
Mr. Peter Tragos  
New Trier Dist. 203



Mr. Shawn Messmer  
Maine Dist. 207



Dr. Sandra Arreguin  
Niles Dist. 219



Dr. Rosanne Williamson  
Northfield Dist. 225

cc: Dr. Ernesto Matias  
Marc Johnson

1131 South Dee Road, Park Ridge, IL 60068 | 847.692.8024 | Fax 847.696.3254 | www.nserve.info

ILLINOIS STATE BOARD OF EDUCATION  
SUPERINTENDENT: Dr. Carmen I. Ayala

# ROUTING SLIP

DUE DATE:

|                         |                                 |             |   |
|-------------------------|---------------------------------|-------------|---|
| LOG DATE                | 11/13/19                        | LOG NUMBER: | 2 |
| EXECUTIVE STAFF MEMBER: |                                 | DATE:       |   |
| DIRECTOR:               | M. Johnson                      | DATE:       |   |
| CC:                     | E. Matias / J. Kinnis / Jason N |             |   |

- Needs Superintendent's Signature.
- Please Draft a reply for Superintendent Signature - Send copy of signed response to Connie Werts S-405
- Please Draft a reply for your Executive Staff Member - Send copy of signed response to Connie Werts S-405
- Please Draft a reply for Senior Staff Signature - Send copy of signed response to Connie Werts S-405
- Information Only - Please inform Connie Werts if there is a Response Needed.
- This pertains to your Division/Center please handle - Please inform Connie Werts of any action you take.
- Urgent - Needs immediate attention.

|                                       |       |         |       |
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| Division Supervisor Signature         | _____ | Date    | _____ |
| Communications Editor Signature       | _____ | Date    | _____ |
| Director Signature                    | _____ | Date    | _____ |
| Exec. Director/Deputy Supt. Signature | _____ | Date    | _____ |
| Executive Staff Signature             | _____ | Date    | _____ |
| Contact                               | _____ | Phone # | _____ |

\*If response will take longer than due date please inform Connie Werts of the situation.

## HARDIN STACI

---

**From:** Joseph Bachman <jbachman@mths.us>  
**Sent:** Wednesday, October 30, 2019 4:49 PM  
**To:** Perkins  
**Cc:** CIVEC Dept  
**Subject:** Perkins V IL State Draft Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Hello-

The following is a note of feedback regarding the IL State Perkins V Draft plan.

The "Size" description under Section "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" (page 44 of the draft plan) states the following:

*"Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size. Postsecondary recipients: must follow local board policies on class size. "*

**Our Region would like to see the policy for class size for Secondary Recipients to match that of Postsecondary Recipients which states that local board policies on class size should be followed.**

Reasons for this include the following:

- 1) At times, our LEA's have chosen to allow a lower class size of 10 or below to move forward in a given year to provide a better teacher student ratio and therefore hopefully a better educational experience for students of special populations or at risk populations.
- 2) As students progress through a program of study, some of our LEA's have found that the population of students that may be interested in a very specific capstone course in a given year may be lower than a class size of 10. Some of our LEA's have at times allowed these classes to continue at a small number to still allow this small population of students the opportunity that is afforded through the specialized course.
- 3) Some of our LEA's believe that in some programs of study utilizing industrial equipment (such as welding & manufacturing), a class size of over 15 can enter into an unsafe class size. As LEA's work to balance registration numbers in class sections, there is not much room between the minimum size of 10 that is specified through the IL State Draft plan and the 15 student roster that can begin to be unsafe. There are times where our LEA's start with class rosters in a safe range during registration time, but end up having them drop below 10 as final school schedule matrices are worked out.

Thank you for your consideration of this!

Joseph Bachman  
Central Illinois Vocational Education Coop | EFE 200  
101 West Madison St.  
Metamora, IL 61548  
CIVEC Office: 309-367-2783

## HARDIN STACI

---

**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Thursday, October 31, 2019 2:47 PM  
**To:** cte@iccb.state.il.us; Perkins  
**Cc:** kimberly.garcia@bps101.net  
**Subject:** Students with disabilities

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

ISBE and ICCB,

Please find below information from an innovation post-secondary program at Elmhurst College that blends together many of the key initiatives of Perkins including a focus on programs in areas of labor market demand, work-based learning, access and success for students from special populations, stakeholder engagement across education and business, and improvement of performance targets specifically postsecondary placement rates for students with disabilities.

[Elmhurst College ELSA program](#) - please see the first linked YouTube video and the supplemental links throughout about the structure of the program and other resources including [The Hope Handbook: A Guide for Disability Hiring](#).

This could be a model program for competitive grant funding opportunities, for professional development and a certificate program that community colleges could consider in the future.

Thank you,

**Cassie Blickem**

Director  
Valley Education for Employment System (VALEES)  
Rt. 47 at Waubonsee Dr.  
Sugar Grove, IL 60554  
(630) 466-2905  
(630) 466-9621 fax  
[cblickem@waubonsee.edu](mailto:cblickem@waubonsee.edu)  
[www.valees.org](http://www.valees.org)

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## HARDIN STACI

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**From:** Tom Frazier <frazier@district87.org>  
**Sent:** Friday, November 1, 2019 11:36 AM  
**To:** Perkins  
**Subject:** Feedback for Perkins V  
**Attachments:** Perkins feedback 11 1 19.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Good morning:

Please see the attached feedback on the Perkins V plan. Please confirm its receipt. Thanks.

--  
Tom Frazier, Director/Principal  
Bloomington Area Career Center  
McLean DeWitt Education for Employment, #350  
1202 East Locust  
Bloomington, IL 61701  
309-829-8671

*Today's Students, Tomorrow's Professionals*

ISBE and ICCB,

After reading through the draft plan, discussing the Perkins V plan with colleagues and receiving input from various stakeholders, including business leaders and district superintendents, I would like to provide the following feedback

Thank you for the opportunity to provide feedback.

*Tom Frazier*

Tom Frazier, Director  
McLean DeWitt Regional Vocational System (MDRVS), EFE #350  
Bloomington Area Career Center

---

1. Certifications/Credentials:

- a. On page 4 of Appendix R Comprehensive Local Needs Assessment, the Program Data Review asks the question "Certification/Credential Opportunities - Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials." This language should be clarified to say postsecondary or industry-recognized credential.
- b. Realize that some business partners are not recognizing or prioritizing credentials. They prioritize skills learned, and "soft skills." In addition, certifications and credentials vary greatly, depending upon the program/subject area. MDRVS schools strive to offer industry credentials, dual credit, and quality learning opportunities, but flexibility is needed based on local needs and industry needs, as well as the availability of certifications/credentials.

2. Funding:

- a. The secondary to postsecondary split of 60 secondary and 40 postsecondary needs to be, at the least, maintained. Figures shared showed 238,000 secondary CTE students (concentrators) and 131,000 postsecondary CTE students. A question was asked, but the answer unknown, if the postsecondary figure included dual credit high school students. These figures justify either (a) maintaining the 60/40 split or increasing (70/30) the percentage being allocated to secondary schools. In addition, Perkins V extends into the elementary/junior high, further diluting these valuable CTE funds for secondary/K-12 schools.
- b. It has been explained that Reserve Fund Competitive Grants would be for rural areas and areas with gaps in performance. Furthermore, Area Career Centers would not be eligible for these reserve fund competitive grants. Why? Most area career centers serve numerous districts, including many rural districts that do not have the staff and students to support CTE program growth. Area career centers and regional programs offer programming to complement local district programming and provide students/schools a wider opportunity in CTE programming and career pathway opportunities. Area Career Centers serving rural schools should be eligible recipients under all competitive grants. MDRVS

schools, such as Ridgeview, Lexington, LeRoy, Blue Ridge, Tri-Valley, Heyworth, and Olympia use the Bloomington Area Career Center to provide quality CTE programming

### 3. Community and Workforce Needs

- a. MDRVS region has programming to meet local needs, student interest, and all programs work to develop student employability skills. All schools offer CTSO's. Our programs meet local industry and community needs, and beyond. We live in a very flexible world, and student interests need to be captured through high school programming that will allow a student to pursue a quality career. Programs that meet the size, scope, and quality guidelines and other Perkins V objectives should NOT be discontinued or forced to solely rely on local funds.
- b. In addition, there needs to be local flexibility to add fundable programming to capture career exploration and training opportunities in areas that local industry has needs, but are not necessarily within an existing CIP. In the MDRVS region, there is a high need for cybersecurity trainees, and programming needs to be flexible to allow for funding for the development and running of new programming.
- c. In the Perkins V plan, it indicates that high school approved programs must have a minimum of 10 students, while the community college allows for local board policy to dictate program size. Many rural schools offer quality programming to smaller classes, where students are still able to receive quality instruction. Why the size minimum for secondary, as it could create inequity due to geographics?

### 4. Approving a School's CTE Program of Study:

- a. As written, the only way we can approve a school's CTE program of study moving forward is if it includes:
  - 1.) early college credit and/or an industry-recognized credential, and;
  - 2.) includes a CTSO or team-based challenges and;
  - 3.) includes the opportunity for career development experiences, as defined below:

**Career Development Experiences** (from IL Career Pathways Dictionary): "Takes place for a **minimum of 60 total hours**.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider.

At many of our schools, it's unrealistic for every individual CTE program of study to include all of the elements indicated. Many of our excellent programs aren't providing dual credit or an industry-recognized credential, based on a variety of factors. If I'm evaluating our regional programs, we don't include **60 hours** of a "career development experience," as defined. Requiring rural communities of the

60 hours would create inequities, due to limited business opportunities and/or required travel to larger communities to fulfill the 60 hour expectation. In addition, these experiences are also dependent upon business cooperation and collaboration that is not always forthcoming. Finally, CTSO's are often unpaid to instructors, and thus not fully applicable within the school. In many instances, FFA is the only CTSO with a stipend, due in a large part to the separate Ag funding grant.

While the MDRVS and local CTE instructors regularly strive to provide high quality instruction and opportunity for students, there are many factors that don't allow for a "one size fits all" approach.

## HARDIN STACI

---

**From:** Scott Duensing <sduensing@lhs210.net>  
**Sent:** Friday, November 1, 2019 1:17 PM  
**To:** Perkins  
**Subject:** Final Plan

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Please allow CTE Administrative leaders to be actively involved in the drafting of the final plan! Thank you!

**Scott Duensing**

*Career and Technical Education Chair*

**Lemont High School** / 800 Porter Street • Lemont, IL • 60439

**Phone:** (630) 243-3279 | **Fax:** (630) 243-0310 | **E-mail:** [sduensing@lhs210.net](mailto:sduensing@lhs210.net)

**Facebook:** [www.facebook.com/LHS210](http://www.facebook.com/LHS210) | **Twitter:** [www.twitter.com/MrDuensing\\_lhs](http://www.twitter.com/MrDuensing_lhs)



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## HARDIN STACI

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**From:** Angie Koontz <koontza@somonauk.net>  
**Sent:** Sunday, November 3, 2019 12:15 PM  
**To:** Perkins; cte@iccb.state.il.us  
**Cc:** Cassie Blickem  
**Subject:** Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

As requested, here is my feedback to ISBE and ICCB about the future of CTE. Please note my feedback is organized around the five goals of the state plan (page 3). State plan goals are the bolded headers.

### **Goal 1: Increase Postsecondary and Industry-Recognized Credential Attainment**

Clarification: The terms postsecondary and industry-recognized credential should be defined for Perkins stakeholders. The terms are not interchangeable. A postsecondary credential is issued by a postsecondary institution. A postsecondary credential is not necessarily recognized by industry.

On page 4 of Appendix R Comprehensive Local Needs Assessment, the Program Data Review asks the question "Certification/Credential Opportunities - Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials." This language should be clarified to say postsecondary or industry-recognized credential.

Recently, I attended a Joint Advisory Committee for manufacturing with our community college partners. No employers present at the meeting recognized the NIMS credential in their recruiting or hiring process. How can local entities indicate that employers in their local area are not recognizing credentials. VALEES advises districts, schools, and programs to support credential attainment if it is either recognized by local employers or crosswalks to proficiency credit at the community college. The CLNA and draft Perkins V plan do not make this distinction clear. Is it the ISBE's intent for programs to seek credentials that local employers do not value in order to meet Perkins V or state CCRI performance targets?

### **Goal 2: Enhance Career Pathway Opportunities**

All funding related comments are included under Goal 2. Funding directly impacts the number and type of career pathway opportunities a region, district and school can provide.

Funding - During the slideshow presentation on October 10, 2019, ISBE and ICCB shared the most recent CTE secondary and postsecondary enrollment data. The slide listed secondary as serving 238,000 CTE concentrators and postsecondary serving 131,000 CTE students.

These enrollment figures at a minimum support a 60 secondary/40 post-secondary funding split. If funding were to directly align with enrollment, then a 65 secondary/35 post-secondary funding split is more accurate.

Funding - The VALEES region continues to discourage the use of the Reserve Fund by the ISBE. In FY19 and in FY20, the ISBE has used the Reserve Fund to withhold local dollars for competitive grants. The secondary system has **not** received an opportunity to apply for one of these competitive grants as of October, 2019. The local dollars from the Reserve Fund belong with local entities.

Funding - During the Listening Tour it was explained that the focus areas for Reserve Fund competitive grants would be (a) rural areas and (d) areas with disparities or gaps in performance. It was also explained that Area Career Centers would not be eligible recipients of reserve fund competitive grants.

In the VALEES region, Indian Valley Vocational Center (IVVC) serves eleven feeder districts (ten high schools) with 11th and 12th grade CTE programming in sixteen CTE areas. Rural schools participating in IVVC who are not direct recipients of Perkins include: Earlville, Hinckley-Big Rock, Indian Creek, Leland, Newark, Paw Paw, Serena, and Somonauk. These rural schools participate in IVVC to “enhance career pathway opportunities” - providing opportunities cooperatively that can not be provided individually. **IVVC and other Area Career Centers serving rural schools should be eligible recipients under all competitive grants.**

Question: Appendix P describes the Local Application, in the section titled CTE Programs and Activities the EFE selects the programs that will receive funding in the four year window. The directions state “if proposing a program not currently state-approved, please refer to Federal CIPs for guidance”, does this mean that EFEs can begin funding cybersecurity or computer science programs before the state has approved the CIP?

### **Goal 3: Expand Early College Credit Opportunities**

Articulated Credit & Proficiency Credit for Industry Recognized Credentials - In the VALEES region, early college credit takes three forms: dual credit, articulated credit and credit for an industry recognized credential. When discussing the secondary program quality indicator the Perkins V written draft plan (page 63), refers to dual credit and other “credit transfer agreements.”

It is important that both agencies understand and measure the impact of other “credit transfer agreements” in addition to dual credit. I would ask that:

1. All stakeholders understand what data is being used for measuring dual credit. Is this SIS data, community college data? What specific fields in SIS? Etc.
2. That a plan for recognizing and collecting data for other “credit transfer agreements” is established.

Textbooks - Two main barriers exist in the VALEES region for adopting CTE dual credit - teacher qualification and cost of textbook adoption. Encouraging post-secondary to adopt OER as textbooks can help with the cost of textbook adoption. Alternatively, allowing textbook purchases in the Perkins and CTEI grants for the purposes of adopting dual credit could also eliminate a barrier.

Qualifications to Teach - There is significant disparity in opportunity across the state for school districts to engage in dual credit agreements with their community college partners. That disparity is attributable to secondary teacher qualifications AND to differences in community college interpretation and implementation of such policies as the Dual Credit Quality Act and the Higher Learning Commission Guidelines for Institutions and Peer Reviews for Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices. The disparity in opportunities for dual credit is NOT simply and only a secondary teacher qualification issue.

Quoted text from the HLC guidelines include:

- Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

- Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience.

During the October 10, 2019 Wilco Area Career Center Listening Tour, it was very clear from the different levels of audience participation that dual credit remains an important topic with complex local issues between secondary and postsecondary. It is very important that the two agencies, ISBE and ICCB, work together to make their expectations clear around the need as a state to implement Perkins V successfully.

The state of Illinois will not meet its program quality indicator without post-secondary extending meaningful opportunities for dual credit to secondary. The program quality indicator cannot be viewed as solely a secondary responsibility. Post-secondary institutions erecting barriers to dual credit that do not exist in HLC guidelines need support from ICCB and peer institutions on how to implement successful dual credit programs, how to assist faculty in seeing the value of dual credit for building a pathway to the community college program, and an expectation with an established timeline for the offering of meaningful opportunities to secondary programs.

The VALEES region enjoys a strong and productive relationship with Waubensee Community College as it relates to dual credit. Not all systems and districts have the access and opportunity for dual credit the VALEES region does.

#### **Goal 4: Increase Responsiveness to Communities' Workforce Needs**

While it is certainly important that CTE programs remain relevant to the local communities' workforce needs, I have serious concerns with the implementation potential of this goal. Labor market data is projected on historical trends. No labor market professional has a crystal ball to see into the future. Projections are educated guesses.

I would imagine that all EFE regions have programs that don't neatly align to current labor market needs. However, the programs enjoy strong student interest, develop critical employability skills, offer participation in CTSOs, and meet the quality components of a CTE system.

The language in the PDR and LNA (page 7) including "for CTE programs that are not aligned to State or Regional Labor Markets, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program" discourages the continuation of programs that do not neatly match labor market trends.

In the VALEES region, districts eliminated programs like manufacturing including welding and machine tool in the 1980s and 1990s when the belief was everyone would go to college for a white collar job. Equipment was sold and CTE laboratory spaces converted to classrooms. We are now working to reverse this 1980s and 1990s prediction of the future as it did not materialize and we are instead very much in need of the blue and new collar workforce that CTE programs prepare students to enter.

Programs that align with the quality components of a CTE system and meet the size, scope and quality guidelines and other Perkins V objectives should not be discontinued or forced to solely rely on local funds.

#### **Goal 5: Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators**

Short-Term Approval and 2,000 Hours of Work Experience - Several VALEES regional PEL holders have successfully applied for a short-term approval (STA) in a CTE content area by passing the content area exam. Receiving permanent approval for the endorsement including eligibility for Perkins funding, would require these STA holders to complete 2,000 hours of work outside of education. Having an alternative route for those with a STA to gain industry experience without leaving the classroom for 2,000 hours should be established.

Ideas include:



1. Completing an agreed upon number of externship hours over a given period of time. VALEES would happily support teachers with a STA to identify externships sites related to their industry and provide a small stipend for participation during the summer and/or winter and spring breaks.
2. Recognizing industry-recognized credentials as part of or in place of the 2,000 hour work experience. For example, if a recent a candidate held an OSHA-10 General Industry card and an AWS welding certification, but had not yet spent 2,000 hours in a workplace, could all or a significant portion of the 2,000 hours be satisfied through the industry-recognized credential.

Educator Pathway - Page 55 of the Draft plan refers to the Teach Illinois Recommendation to implement an educator career pathway at the secondary level. VALEES strongly supports this Teach Illinois Recommendation and would encourage ISBE to make it a priority in the Perkins V implementation. Early childhood programs in the VALEES region see continued growth in the number of high school students enrolling in the Early Childhood POS because of their interest in education as a career. They see the early childhood programs as their best available opportunity for career exploration and development.

VALEES would support the development and implementation of local programs in a 1 + 1 + 2 model - one year of high school dual credit, one year of community college and two years at a regional university educator preparation program.

--  
Angie Koontz  
School Counselor  
Somonauk High School

## HARDIN STACI

---

**From:** Curt Nettles <cnettles@cusd15.org>  
**Sent:** Monday, November 4, 2019 9:30 AM  
**To:** Perkins  
**Subject:** Input on Perkins V  
**Attachments:** Perkins V Draft Input.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Please see the attached and thank you.

--  
Curt Nettles  
Supt. Clinton CUSD 15  
1210 State Rt. 54 West  
Clinton, IL 61727  
217-935-8321

# CLINTON COMMUNITY UNIT SCHOOL DISTRICT NO. 15

Mr. Curt Nettles  
Superintendent of Schools  
217-935-8321



Mr. Drew Goebel  
Director of Business and  
Support Staff Services  
217-935-8321

1210 West State Highway 54  
Clinton, Illinois 61727

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November 4, 2019

To Whom It May Concern:

Thank you for the opportunity to offer feedback concerning the Perkins V plan being proposed.

We have some concerns about the draft, and I will share those below.

### Certifications and Credentials

Please clarify the language to state that it can be postsecondary or *industry-recognized credential*. Please recognize that skills learned is just as important if not more important in some cases than the credentialing. We need to be flexible in regard to what business partners are looking at. This will provide greater flexibility depending upon one's region and locale.

### Funding

Please do not dilute funding by sending more funds into the elementary schools. Local districts can use local funds to provide programs and opportunities for their younger students. Those opportunities will obviously be more limited than what our high school students need. Currently a 60% to 40% ratio exists in funding for secondary to post secondary. That should be maintained, but if further investigation occurs, it may be necessary to even increase that to closer to 70/30 since there are more secondary students concentrated in CTE programs. The numbers bear that out.

Please allow Reserve Fund Competitive Grants to be applied for by area career centers. These centers develop and deliver numerous programs for rural school districts. In our area the career center is invaluable to the rural districts. Please don't limit that application process.

### Workforce Needs

Please allow for flexibility in programs that get funded. Our world is ever changing especially in the technology and security fields. Please allow for funding for programs that will enhance student opportunities in these areas, such as cyber security training.

Please take into account the geographical areas that have fewer students especially in rural areas. Putting a minimum on class size will cost some students in some areas opportunities. If you must have a minimum, make it more reasonable so there is flexibility for areas with smaller student populations.

### Approval of CTE Programs

As written the proposed draft will create inequities. The requirements for credentialing and 60 hour minimum work experience is not possible in some regions. Many current and excellent programs do not have these opportunities nor can dual credit be offered. Changing this will take away great programs that have been running for years. Flexibility must be a factor as well as student enrollment in a region. How much industry is available in some areas to provide the requirements suggested in the draft? You are creating inequities. Why go down that road? Does a student's zip code make a difference? It should not.

Thank you for your consideration and the opportunity to provide input.

Sincerely,

Curt Nettles  
Supt. Clinton Schools

## HARDIN STACI

---

**From:** DVR Programs of Study <director@dvr-efe.org>  
**Sent:** Monday, November 4, 2019 10:27 AM  
**To:** MEHAFFY WHITNEY; THIEMAN ERICA; Perkins  
**Subject:** LNA training meetings around the state in December

Good morning,

In our EFE Board meeting this morning Triton College offered their campus as a site for the Cook County/NE Illinois Perkins LNA process training meeting. Can we discuss possible logistics, please?

Thanks

Anne

--

Dr. Anne Cothran, Director

DVR

Des Plaines Valley Region Education for Employment System 030

2000 N. 5th Ave, River Grove, IL 60171

(708)779-4448 office (708)779-4627 fax (708) 890-3525 cell

Member ACTE, IACTE, ICTA



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<http://www.dvr-efe.org> \* <http://www.dvr-efe.info>

Elmwood Park CU School District 401, Leyden Township High School District 212, Oak Park & River Forest High School District 200, Proviso Township High School District 209, Ridgewood High School District 234, Riverside Brookfield High School District 208, Triton College District 504

## HARDIN STACI

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**From:** Nick Polyak <npolyak@leyden212.org>  
**Sent:** Monday, November 4, 2019 12:54 PM  
**To:** Perkins  
**Cc:** Mike Manderino; Frank Holthouse  
**Subject:** Perkins V

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Good Afternoon,

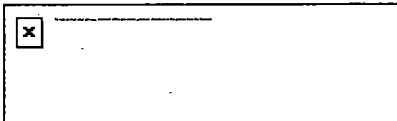
I recently attended a meeting in our region about the specifics around Perkins V. As I understand it, one of the changes will include the tracking of graduates after 6 months, 1 year, and 5 years. It sounded like the hope was to track their success following their course pathways in our schools. I'm wondering what system or strategy is going to be used to track this data.

When it was explained to us, we were told that ISBE has expectations that teachers or counselors will be tracking and providing this data on their former students. I cannot imagine that is the actual expectation as it would have wide-sweeping logistical issues, not to mention union/contractual issues in districts throughout the state.

Thanks for you time.

Nick

Dr. Nick Polyak  
Superintendent  
Leyden School District 212



## HARDIN STACI

---

**From:** Brad Newkirk <brad.newkirk@bps101.net>  
**Sent:** Monday, November 4, 2019 1:06 PM  
**To:** Perkins; cte@iccb.state.il.us  
**Cc:** Cassie Blickem  
**Subject:** Batavia Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

### Perkins V Feedback

After attending the Thursday, October 10, 2019 Perkins V Listening Tour at the Wilco Area Career Center, I am submitting the following feedback to the Illinois State Board of Education and the Illinois Community College Board from VALEES (EFE #130).

### Funding

During the slideshow presentation on October 10, 2019, ISBE and ICCB shared the most recent CTE secondary and postsecondary enrollment data. The slide listed secondary as serving 238,000 CTE concentrators and postsecondary serving 131,000 CTE students.

These enrollment figures at a minimum support a 60 secondary/40 post-secondary funding split. If funding were to directly align with enrollment, then a 65 secondary/35 post-secondary funding split is more accurate.

As a member of the VALEES region, we continue to discourage the use of the Reserve Fund by the ISBE. In FY19 and in FY20, the ISBE has used the Reserve Fund to withhold local dollars for competitive grants. The secondary system has **not** received an opportunity to apply for one of these competitive grants as of October, 2019. The local dollars from the Reserve Fund belong with local entities.

### Expand Early College Credit Opportunities

Articulated Credit & Proficiency Credit for Industry Recognized Credentials - In the VALEES region, early college credit takes three forms: dual credit, articulated credit and credit for an industry recognized credential. When discussing the secondary program quality indicator the Perkins V written draft plan (page 63), refers to dual credit and other "credit transfer agreements."

It is important that both agencies understand and measure the impact of other "credit transfer agreements" in addition to dual credit. I would ask that:

1. All stakeholders understand what data is being used for measuring dual credit. Is this SIS data, community college data? What specific fields in SIS? Etc.
2. That a plan for recognizing and collecting data for other "credit transfer agreements" is established.

There are two main barriers that exist in the VALEES region for adopting CTE dual credit - teacher qualification and cost of textbook adoption. Encouraging post-secondary to adopt OER as textbooks can help with the cost of textbook adoption. Alternatively, allowing textbook purchases in the Perkins and CTEI grants for the purposes of adopting dual credit could also eliminate a barrier.

There is significant disparity in opportunity across the state for school districts to engage in dual credit agreements with their community college partners. That disparity is attributable to secondary teacher qualifications AND to differences in community college interpretation and implementation of such policies as the Dual Credit Quality Act and the Higher Learning Commission Guidelines for Institutions and Peer Reviews for Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices. The disparity in opportunities for dual credit is NOT simply and only a secondary teacher qualification issue.

The VALEES region enjoys a strong and productive relationship with Waubensee Community College as it relates to dual credit. Not all systems and districts have the access and opportunity for dual credit the VALEES region does.

### **Workforce Needs**

While it is certainly important that CTE programs remain relevant to the local communities' workforce needs, I have serious concerns with the implementation potential of this goal. Labor market data is projected on historical trends. No labor market professional has a crystal ball to see into the future. Projections are educated guesses.

I would imagine that all EFE regions have programs that don't neatly align to current labor market needs. However, the programs enjoy strong student interest, develop critical employability skills, offer participation in CTSOs, and meet the quality components of a CTE system.

The language in the PDR and LNA (page 7) including "for CTE programs that are not aligned to State or Regional Labor Markets, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program" discourages the continuation of programs that do not neatly match labor market trends.

In the VALEES region, districts eliminated programs like manufacturing including welding and machine tool in the 1980s and 1990s when the belief was everyone would go to college for a white collar job. Equipment was sold and CTE laboratory spaces converted to classrooms. We are now working to reverse this 1980s and 1990s prediction of the future as it did not materialize and we are instead very much in need of the blue and new collar workforce that CTE programs prepare students to enter.

Programs that align with the quality components of a CTE system and meet the size, scope and quality guidelines and other Perkins V objectives should not be discontinued or forced to solely rely on local funds.

### **Highly Qualified and Effective Educators**

Several VALEES regional PEL holders have successfully applied for a short-term approval (STA) in a CTE content area by passing the content area exam. Receiving permanent approval for the endorsement including eligibility for Perkins funding, would require these STA holders to complete 2,000 hours of work outside of education. Having an alternative route for those with a STA to gain industry experience without leaving the classroom for 2,000 hours should be established.

--  
Brad Newkirk  
Chief Academic Officer  
Batavia Public Schools  
630-937-8816  
[brad.newkirk@bps101.net](mailto:brad.newkirk@bps101.net)  
@BPSteachnlearn

## HARDIN STACI

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**From:** Matthew Foster <mfooster@coslhs.org>  
**Sent:** Monday, November 4, 2019 3:15 PM  
**To:** Perkins  
**Subject:** Registration Renewal Confirmation

I believe I have submitted the proper documentation, but am seeking to confirm that. I work for Christ Our Savior Lutheran High School in Evansville IL. Is it possible for you to confirm for me if I have taken care of the requirements for "Nonpublic Registration Renewal ?

--

In Christ,  
Matthew Foster



## HARDIN STACI

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**From:** Edwards, Laura <ledwards@ivvc.net>  
**Sent:** Tuesday, November 5, 2019 12:44 PM  
**To:** Perkins; cte@iccb.state.il.us  
**Cc:** Joe Barbic  
**Subject:** Perkins V feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

I am submitting the following feedback to the Illinois State Board of Education and the Illinois Community College Board from Laura Edwards, Assistant Director at Indian Valley Vocational Center.

Please note my feedback is organized around the five goals of the state plan (page 3). State plan goals are the bolded headers.

### **Goal 1: Increase Postsecondary and Industry-Recognized Credential Attainment**

Clarification: The terms postsecondary and industry-recognized credential should be defined for Perkins stakeholders. The terms are not interchangeable. A postsecondary credential is issued by a postsecondary institution. A postsecondary credential is not necessarily recognized by industry.

On page 4 of Appendix R Comprehensive Local Needs Assessment, the Program Data Review asks the question "Certification/Credential Opportunities - Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials." This language should be clarified to say postsecondary or industry-recognized credential.

### **Goal 2: Enhance Career Pathway Opportunities**

All funding related comments are included under Goal 2. Funding directly impacts the number and type of career pathway opportunities a region, district and school can provide.

Funding - During the slideshow presentation on October 10, 2019, ISBE and ICCB shared the most recent CTE secondary and postsecondary enrollment data. The slide listed secondary as serving 238,000 CTE concentrators and postsecondary serving 131,000 CTE students.

These enrollment figures at a minimum support a 60 secondary/40 post-secondary funding split. If funding were to directly align with enrollment, then a 65 secondary/35 post-secondary funding split is more accurate.

Funding - IVVC continues to discourage the use of the Reserve Fund by the ISBE. In FY19 and in FY20, the ISBE has used the Reserve Fund to withhold local dollars for competitive grants. The secondary system has **not** received an opportunity to apply for one of these competitive grants as of October, 2019. The local dollars from the Reserve Fund belong with local entities.

Funding - During the Listening Tour it was explained that the focus areas for Reserve Fund competitive grants would be (a) rural areas and (d) areas with disparities or gaps in performance. It was also explained that Area Career Centers would not be eligible recipients of reserve fund competitive grants.

We (Indian Valley Vocational Center) serve eleven feeder districts (ten high schools) with 11th and 12th grade CTE programming in sixteen CTE areas. Rural schools participating in IVVC who are not direct recipients of Perkins include: Earlville, Hinckley-Big Rock, Indian Creek, Leland, Newark, Paw Paw, Serena, and

Somonauk. These rural schools participate in IVVC to “enhance career pathway opportunities” - providing opportunities cooperatively that can not be provided individually. **IVVC and other Area Career Centers serving rural schools should be eligible recipients under all competitive grants.**

Question: Appendix P describes the Local Application, in the section titled CTE Programs and Activities the EFE selects the programs that will receive funding in the four year window. The directions state “if proposing a program not currently state-approved, please refer to Federal CIPs for guidance”, does this mean that EFEs can begin funding cybersecurity or computer science programs before the state has approved the CIP?

### **Goal 3: Expand Early College Credit Opportunities**

Articulated Credit & Proficiency Credit for Industry Recognized Credentials - In the IVVC region, early college credit takes three forms: dual credit, articulated credit and credit for an industry recognized credential. When discussing the secondary program quality indicator the Perkins V written draft plan (page 63), refers to dual credit and other “credit transfer agreements.”

It is important that both agencies understand and measure the impact of other “credit transfer agreements” in addition to dual credit. I would ask that:

1. All stakeholders understand what data is being used for measuring dual credit. Is this SIS data, community college data? What specific fields in SIS? Etc.
2. That a plan for recognizing and collecting data for other “credit transfer agreements” is established.

Textbooks - Two main barriers exist in the IVVC region for adopting CTE dual credit - teacher qualification and cost of textbook adoption. Encouraging post-secondary to adopt OER as textbooks can help with the cost of textbook adoption. Alternatively, allowing textbook purchases in the Perkins and CTEI grants for the purposes of adopting dual credit could also eliminate a barrier.

Qualifications to Teach - There is significant disparity in opportunity across the state for school districts to engage in dual credit agreements with their community college partners. That disparity is attributable to secondary teacher qualifications AND to differences in community college interpretation and implementation of such policies as the Dual Credit Quality Act and the Higher Learning Commission Guidelines for Institutions and Peer Reviews for Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices. The disparity in opportunities for dual credit is NOT simply and only a secondary teacher qualification issue.

Quoted text from the HLC guidelines include:

- Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.
- Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience.

During the October 10, 2019 Wilco Area Career Center Listening Tour, it was very clear from the different levels of audience participation that dual credit remains an important topic with complex local issues between secondary and postsecondary. It is very important that the two agencies, ISBE and ICCB, work together to make their expectations clear around the need as a state to implement Perkins V successfully.

The state of Illinois will not meet its program quality indicator without post-secondary extending meaningful opportunities for dual credit to secondary. The program quality indicator cannot be viewed as solely a secondary responsibility. Post-secondary institutions erecting barriers to dual credit that do not exist in HLC guidelines need support from ICCB and peer institutions on how to implement successful dual credit programs, how to assist faculty in seeing the value of dual credit for building a pathway to the community college program, and an expectation with an established timeline for the offering of meaningful opportunities to secondary programs.

#### **Goal 4: Increase Responsiveness to Communities' Workforce Needs**

While it is certainly important that CTE programs remain relevant to the local communities' workforce needs, I have serious concerns with the implementation potential of this goal. Labor market data is projected on historical trends. No labor market professional has a crystal ball to see into the future. Projections are educated guesses.

I would imagine that all regions have programs that don't neatly align to current labor market needs. However, the programs enjoy strong student interest, develop critical employability skills, offer participation in CTSOs, and meet the quality components of a CTE system.

The language in the PDR and LNA (page 7) including "for CTE programs that are not aligned to State or Regional Labor Markets, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program" discourages the continuation of programs that do not neatly match labor market trends.

Programs that align with the quality components of a CTE system and meet the size, scope and quality guidelines and other Perkins V objectives should not be discontinued or forced to solely rely on local funds.

#### **Goal 5: Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators**

Educator Pathway - Page 55 of the Draft plan refers to the Teach Illinois Recommendation to implement an educator career pathway at the secondary level. IVVC strongly supports this Teach Illinois Recommendation and would encourage ISBE to make it a priority in the Perkins V implementation. Early childhood programs in the VALEES region see continued growth in the number of high school students enrolling in the Early Childhood POS because of their interest in education as a career. They see the early childhood programs as their best available opportunity for career exploration and development.

IVVC would support the development and implementation of local programs in a 1 + 1 + 2 model - one year of high school dual credit, one year of community college and two years at a regional university educator preparation program.

--  
Laura Edwards  
Assistant Director  
Indian Valley Vocational Center  
815-786-9873  
[ledwards@ivvc.net](mailto:ledwards@ivvc.net)

## HARDIN STACI

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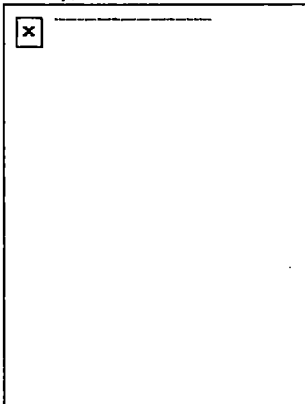
**From:** Dee Scott <dee.scott@caseywestfield.org>  
**Sent:** Tuesday, November 5, 2019 12:58 PM  
**To:** Perkins  
**Subject:** Concerns  
**Attachments:** Perkins V Reccomendations 11042019.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

I have attached my concerns, which are the same as our local EIE. I appreciate your consideration.

--

Dee A. Scott  
Superintendent of Schools  
Casey-Westfield CUSD #C-4  
Casey, IL



Eastern IL Education for Employment System 340  
Laura Sullivan, System Director  
November 5, 2019

**Comments Regarding Size, Scope and Quality as presented in the State Plan for CTE**

- 1) **Development and Engagement.** It is not feasible to have one large Joint Advisory Committee for a region. There are ways to collect feedback and input from multiple external stakeholders but as ISBE has seen in their stakeholder meetings it is difficult to bring businesses to educational meetings. The CLNA asks schools to have advisory groups – this should be sufficient for collecting feedback on a local level.
  
- 2) There is a continued focus on incorporating CTE exploration and identifying equity gaps at the middle school level. Can ISBE incorporate Orientation level classes taught to 8<sup>th</sup> graders as part of an approved Program of Study at the High School level? There are middle school CTE teachers who teach orientation level classes that feed into the high school. These students are then ready for training level classes in high school but without “Group 1” classes at the high school there is not an approvable POS. This situation also applies to all in one Jr/Sr High schools where the teacher has orientation level classes with 8<sup>th</sup> graders in his/her HS classroom, offered for HS credit.
  
- 3) **Instructional Sequence** states that Early College Credit and Stackable Credentials are required.
  - a) Not all teachers are qualified to teach dual credit through the community college.
  - b) Not all students can afford the dual credit fees charged by the community college. When dual credit is only available to Juniors and Seniors, this limits the number of classes and credits they can earn. Please consider ways that students can take dual credit level classes and earn credit sooner.
  - c) Credentials are not always required by industry. There are several local businesses who would like for the students to have welding skills, however they do not need the certification because employees will be trained further on the job.
  - d) It is difficult for many teachers to be qualified to train students and provide a certification exam. PEL teachers may not have in-depth workplace skills to be a credential instructor. Some certification exams are so expensive that schools cannot offer them and students cannot pay for them. Lastly, not all industries have stackable credentials nor do they require credentials of their employees. Making this a requirement of POS will hurt quality programs.
  
- 4) **Work Based Learning** states that are 3 items (listed below) required for POS approval which are not feasible in rural, small schools. The State Plan for CTE states that Program Approval (with Grant Funding) requires all Programs of Study to include:
  - early college credit and/or an industry-recognized credential, and;
  - includes a CTSO or team-based challenges and;
  - includes the opportunity for career development experiences, as defined below

*Career Development Experiences (from IL Career Pathways Dictionary): “Takes place for a minimum of 60 total hours. Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria:*

*internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider.*

- a) With almost half of the high schools in EFE340's region under 100 students in grades 9-12, this enrollment is reflective of our small rural towns. Not all of our local school communities have a large enough employer base to provide all students in CTE with experiences in businesses and in a variety of businesses for all offered POS and to the extent as required by the Plan. Many types of businesses cannot host Apprenticeship students as they may be small retail shops, local fast food places or have too few employees. Many larger businesses and industries may not be allowed to legally host youth under the age of 18, which would also eliminate many students.
- b) I suggest encouraging local or alumni presenters, providing field trips to students or having them spend 1-3 school days with an employer. This way all students could participate regardless of ability and availability of personal transportation and students could see businesses that align with their POS in a nearby community.
- c) If the 3 work based learning components are required of secondary education Programs of Study for EFE program approval then many of our amazing programs would lose the funding they so desperately need and schools will close programs.
- d) **It is imperative to point out that the ESSA document on College and Career Readiness, "ISBE College and Career Readiness Indicator (April 2018)," indicates that three out of 10 Career Readiness Indicators are required by students during junior and senior year.** This is also stated on page 56-57 of the ISBE Consolidated State Plan Under ESSA. If this is the recommendation in the state of IL, then this should be followed for all students. CTE students/programs do not need increased requirements at a time when they are so desperately needed. Three out of 10 indicators as noted in ESSA CCRI provide needed flexibility and will better serve all students who are diverse in many ways throughout the state including the opportunities available in small rural districts.
  - a. Please note a typo: Youth Apprenticeship is defined in letter O on the April 2018 document, but is not in the Career Readiness Indicator box on page 1. Youth Apprenticeship is also not included in the ESSA State Plan. The documents referenced are found here: <https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf> The ESSA Consolidated State Plan can be found here: <https://www.isbe.net/Documents/ESSA-Amendment1-redline.pdf>

#### **Comments on the Perkins V State Plan**

- Use state leadership dollars to provide 6-12 students access to an online career development program aligned with careers in IL. Be sure to incorporate this with SIS data and allow administrative access to school leaders to see the results of students.

- **Placement Data:** It is very difficult for districts to collect 1 year and 5 year post-secondary placement data from students as students are not required to provide the district with an email address when they leave and many of them move without notifying the district of their new address. Mechanisms are not in place to accurately collect this data and staffing is not available to do it.
- **Minimum Class Size of 10 students:** There are 12 out of 25 high schools in EFE340 region that had less than 50 students in last year's senior class. In providing the greatest amount of Career and Technical Education that we can to our students, our class size may fall below 10. The only way to stop this would be to cut programs. Please do not penalize these schools for providing students with CTE course options to the best of their ability and to meet the needs of individual students who want advanced training in Programs of Study.
- **CTSO's:** not all schools have the resources necessary to run a local CTSO and take the students to statewide conferences. Again, many high school buildings with less than 100 students, this can become an unnecessary expense for the district and students as they receive a high quality education in the classroom.
- **Regarding Programs of Study:** ISBE should consider creating a Career Exploration that spans across all CTE areas similar to Cooperative Instruction. This would allow a student to have career awareness of multiple cluster areas and could easily enter into another POS cluster. I also suggest allowing schools to teach any 2 courses in a program of Study and remove the requirement for a Group 1 course and a Group 2 course. Many Juniors and Seniors take CTE classes as there is not always room in a student's schedule due to high graduation requirements. Students who may take two Group 2 classes will have an increased skill level and will have a great opportunity to earn a credential or dual credit.
- Continue to allow Programs of Study that are of a local need but may not be high-wage or high-demand. There are many occupations in our local, rural communities that may not neatly align to current labor market needs. However, these programs enjoy strong, student interest, develop critical employability skills, offer participation in CTSO's and meet the quality components of a CTE POS.
  - Language in the PDR and LNA (page 7) including " for CTE programs that are not aligned to State or Regional Labor Market, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program" discourages the continuation of programs that do not neatly match labor market trends.
  - Programs that align with quality component of a CTE POS and meet the size, scope and quality guidelines and other Perkins V objectives should not be discontinued or forced to solely rely on local funds.

### **Educator Retention and Effectiveness Comments**

- Continue to allow PEL educators to obtain short-term approval in a CTE content area by passing the content area exam. Receiving permanent approval for the endorsement

would require STA holders to complete 2,000 hours of work outside of education. Having an alternative route for those with a STA to gain industry experience without leaving the classroom should be established.

- Suggestions include:
  - Completing an agreed upon externship over a given period of time. EFE systems would support teachers with a STA to identify externship sites related to their industry.
  - Recognizing industry-recognized credentials as part of or in place of the 2,000 hour work experience. For example accept a NIMS certification if the educator does not have 2,000 hours of work experience for both STA and ELS-CTE teachers.



## HARDIN STACI

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**From:** Kaleb W. Smith <KWSmith@ecusd7.org>  
**Sent:** Tuesday, November 5, 2019 2:03 PM  
**To:** Perkins  
**Subject:** Perkins V Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To Whom it may concern,

I would like to provide on the following items in the Perkins V plan and regarding CTE in general:

- **Size, Scope, and Quality:**
  - **Size** – The requirement of 10 students per class puts several of our programs at a disadvantage that they will not be able to overcome. Some of our schools do not have the population to draw enough students to make this requirement. Also, multi-year skill-level classes (ex. Welding I & II) run during the same hour to ensure enough students are in the class to make it cost-effective. There may be 8 students in Welding I, 8 students in Welding II, which makes the section have a number of 16. There are also classes that are limited in the number of students due to the size of the classroom and for safety reasons. The post-secondary portion of the plan allows for Community Colleges to use local policy for determining class size, I believe the same should be put in place for secondary.
  - **Quality** – The additional requirements of hosting formal annual advisory committees and implementing CTSO's in every CIP will not be enforceable for the school districts. These requirements would be beyond the negotiated work time of the local contract and cannot require them to take on additional responsibilities, without additional compensation.
  - **Timeline** – If all programs will be required to meet all of the quality indicators within three years, then we will have several programs (due to lack of funding) that will be unable to meet all of the requirements.
- **Middle School CTE:**
  - Additional State funding needs to be allocated to improving the Middle School CTE opportunities for students. This will be the most effective tool we have for recruiting non traditional students into our programs and growing our programs to meet the needs of local labor markets. This funding would need to allow the purchase of equipment, technology, supplies, and teacher salary. Pretty much everything we can spend money at the secondary level currently. The end goal should be to bring CTE programs back into the Middle School level
- **Teacher Licensure:**
  - We need additional flexibility when it comes to teacher licensure. If a teacher can take a class at a local community college, take a test, or showcase knowledge in a CIP then they should be able to teach in that area. Especially if they already have 2,000 hours in another area. This would allow high-quality teachers to teach more career pathways, and increase the opportunities for students.
- **Teacher Prep and retention:**
  - We need to partner with local universities to develop innovative teacher prep programs that allow individuals from industry to earn a teacher license while being in the classroom. This could help with expanding the CIPs a teacher can teach and will help them develop as educators. We also need to partner with local universities to develop ongoing teacher focused professional development to help keep CTE teachers in the field.

Best,

**Kaleb Smith**

*Director, Madison County CTE System – EFE #450*



Phone: 618-656-0415

<http://www.madisoncountyccte.com/>

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## HARDIN STACI

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**From:** Barbic, Joe <jbarbic@ivvc.net>  
**Sent:** Wednesday, November 6, 2019 6:48 AM  
**To:** Perkins; cte@iccb.state.il.us  
**Subject:** Perkins V feedback  
**Attachments:** Perkins V Feedback - IVVC.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Good Morning,  
Please find my Perkins V feedback attached. Thank you for the opportunity to help craft the future of CTE in Illinois.

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### Perkins V Feedback - IVVC


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**Joe Barbic**  
Director at Indian Valley Vocational Center

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A 600 Lions Rd. Sandwich, Il.  
P (815)786-9873 E jbarbic@ivvc.net  
W IVVC.net



 Latest Tweet: RT @tcrouchkec: Great having @IVVCCTE here to collaborate with our CTE and ReStart staff today. CTE literacy, resume writing & advisory co... [Read More](#)

 | [See my Tweets](#)

Create your own email signature

ISBE and ICCB,

After reading through the draft plan, discussing the Perkins V plan with colleagues and receiving input from various stakeholders, including business leaders and district superintendents, I would like to provide the following feedback.

Thank you for the opportunity to share discussion points valuable to Indian Valley Vocational Center serving the districts of Earlville #9, Hinckley- Big Rock #429, Indian Creek #425, Leland #1, Newark #18, Plano #88, Sandwich #430, Serena #2, Somonauk #432, Yorkville #115.

Joe Barbic  
Director, Indian Valley Vocational Center

1. Certification/Credentials

- a. Clarification: The terms postsecondary and industry-recognized credential should be defined for Perkins stakeholders. The terms are not interchangeable. A postsecondary credential is issued by a postsecondary institution. A postsecondary credential is not necessarily recognized by industry.
- b. Recently, I attended a Joint Advisory Committee for manufacturing with our community college partners. No employers present at the meeting recognized the NIMS credential in their recruiting or hiring process. Is it the ISBE's intent for programs to seek credentials that local employers do not value in order to meet Perkins V or state CCRI performance targets? Business partner recognize skills learned and "soft skills".

2. Funding

- a. The secondary to postsecondary split of 60 secondary and 40 postsecondary needs to be, at the least, maintained. Figures shared showed 238,000 secondary CTE students (concentrators) and 131,000 postsecondary CTE students. A question was asked, but the answer unknown, if the postsecondary figure included dual credit high school students. These figures justify either (a) maintaining the 60/40 split or increasing (70/30) the percentage being allocated to secondary schools. In addition, Perkins V extends into the elementary/junior high, further diluting these valuable CTE funds for secondary/K-12 schools.
- b. Funding - During the Listening Tour it was explained that the focus areas for Reserve Fund competitive grants would be (a) rural areas and (d) areas with disparities or gaps in performance. It was also explained that Area Career Centers would not be eligible recipients of reserve fund competitive grants. Indian Valley Vocational Center (IVVC) serves eleven feeder districts (ten high schools) with 11th and 12th grade CTE programming in sixteen CTE areas. Rural

schools participating in IVVC who are not direct recipients of Perkins include: Earlville, Hinckley-Big Rock, Indian Creek, Leland, Newark, Paw Paw, Serena, and Somonauk. These rural schools participate in IVVC to “enhance career pathway opportunities” - providing opportunities cooperatively that can not be provided individually. **IVVC and other Area Career Centers serving rural schools should be eligible recipients under all competitive grants.**

### 3. Early College Credit

a. Articulated Credit & Proficiency Credit for Industry Recognized Credentials - In the VALEES region, early college credit takes three forms: dual credit, articulated credit and credit for an industry recognized credential. When discussing the secondary program quality indicator the Perkins V written draft plan (page 63), refers to dual credit and other “credit transfer agreements.” It is important that both agencies understand and measure the impact of other “credit transfer agreements” in addition to dual credit. I would ask that:

1.

All stakeholders understand what data is being used for measuring dual credit. Is this SIS data, community college data? What specific fields in SIS? Etc.

2.

That a plan for recognizing and collecting data for other “credit transfer agreements” is established.

Textbooks - Two main barriers exist in the for adopting CTE dual credit - teacher qualification and cost of textbook adoption. Encouraging post-secondary to adopt OER as textbooks can help with the cost of textbook adoption. Alternatively, allowing textbook purchases in the Perkins and CTEI grants for the purposes of adopting dual credit could also eliminate a barrier.

Qualifications to Teach - There is significant disparity in opportunity across the state for school districts to engage in dual credit agreements with their community college partners. That disparity is attributable to secondary teacher qualifications AND to differences in community college interpretation and implementation of such policies as the Dual Credit Quality Act and the Higher Learning Commission Guidelines for Institutions and Peer Reviews for Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices. The disparity in opportunities for dual credit is NOT simply and only a secondary teacher qualification issue.

Quoted text from the HLC guidelines include:

- Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

- Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience.

#### 4. Community and Workforce Needs

- a. IVVC has programming to meet local needs, student interest, and all programs work to develop student employability skills. Our programs meet local industry and community needs, and beyond. We live in a very flexible world, and student interests need to be captured through high school programming that will allow a student to pursue a quality career. Programs that meet the size, scope, and quality guidelines and other Perkins V objectives should NOT be discontinued or forced to solely rely on local funds.
- b. In addition, there needs to be local flexibility to add fundable programming to capture career exploration and training opportunities in areas that local industry has needs, but are not necessarily within an existing CIP. For example, there is a high need for cybersecurity trainees, and programming needs to be flexible to allow for funding for the development and running of new programming.
- c. In the Perkins V plan, it indicates that high school approved programs must have a minimum of 10 students, while the community college allows for local board policy to dictate program size. Many rural schools offer quality programming to smaller classes, where students are still able to receive quality instruction. Why the size minimum for secondary, as it could create inequity due to geographics?

#### 5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators

Short-Term Approval and 2,000 Hours of Work Experience - Several VALEES regional PEL holders have successfully applied for a short-term approval (STA) in a CTE content area by passing the content area exam. Receiving permanent approval for the endorsement including eligibility for Perkins funding, would require these STA holders to complete 2,000 hours of work outside of education. Having an alternative route for those with a STA to gain industry experience without leaving the classroom for 2,000 hours should be established.

Ideas include:

1. Completing an agreed upon number of externship hours over a given period of time. VALEES would happily support teachers with a STA to identify externships sites related to their industry and provide a small stipend for participation during the summer and/or winter and spring breaks.
2. Recognizing industry-recognized credentials as part of or in place of the 2,000 hour work experience. For example, if a recent candidate held an OSHA-10 General Industry card and an AWS welding certification, but had not yet spent 2,000 hours in a workplace, could all or a significant portion of the 2,000 hours be satisfied through the industry-recognized credential.

Educator Pathway - Page 55 of the Draft plan refers to the Teach Illinois Recommendation to implement an educator career pathway at the secondary level. VALEES strongly supports this Teach Illinois Recommendation and would encourage ISBE to make it a priority in the Perkins V implementation. Early childhood programs in the VALEES region see continued growth in the number of high school students enrolling in the Early Childhood POS because of their interest in education as a career. They see the early childhood programs as their best available opportunity for career exploration and development.

## HARDIN STACI

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**From:** Morrison, Evelyn <morrisev@qps.org>  
**Sent:** Wednesday, November 6, 2019 8:07 AM  
**To:** Perkins  
**Subject:** Perkins V feedback  
**Attachments:** Perkins V Feedback.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

ISBE and ICCB,

After reading through the draft plan, discussing the Perkins V plan with colleagues and receiving input from various stakeholders, including business leaders and district superintendents, I would like to provide the following feedback. I have included it here and attached it as a word document.

Thank you for considering West Central Region feedback.

### **Perkins V Feedback**

#### **Postsecondary and Industry-Recognized Credentials and Early College Credit Opportunities:**

Some of our business partners do not recognize credentials as much as specific skills learned – both technical skills and soft skills. The Program Data Review question: “Does the POS culminate in the attainment of a recognized postsecondary credential?” should be clarified to say postsecondary, industry-recognized, or local program recognized credential.

West Central Region has very little dual enrollment opportunities. The biggest barrier to dual enrollment for our students is the tuition per credit hour paid to our community college. We serve rural districts and districts with high poverty rates but our community college charges full tuition costs for dual enrollment courses. We have a few opportunities for Articulated Credit for Prior Learning at a reduced cost, but this is still charged by the credit unit rather than a flat program fee – why should the paperwork for a 6-credit hour course cost more than a 3-credit hour course? Furthermore, our local community college does not offer several of the programs offered at our Career Center and the next closest community college is over 100 miles from our Career Center, making it difficult to build those partnerships. We would ask that a more uniform plan is in place for the cost and recognition of postsecondary credit.

#### **Funding:**

The secondary to postsecondary split of 60% secondary and 40% postsecondary needs to be at least maintained or changed in favor of secondary. The slide show figures listed 283,000 secondary CTE students as opposed to 131,000 postsecondary CTE students. It was not clarified whether the postsecondary number included secondary students who dual enroll, but it most likely does count those students in both the secondary and postsecondary numbers. These figures justify keeping the allocation split at a minimum of 60/40 or increasing the secondary split to 70/30. In addition, secondary is being asked to provide career exploration opportunities to students in grades 5-8 which would further spread our funding below secondary students to elementary and junior high students.

The Reserve Fund Competitive Grants were explained to be for rural areas and areas with gaps in performance, but that Area Career Centers would not be eligible for these reserve fund competitive grants. Please explain this reasoning.



Quincy Area Vocational Technical Center serves numerous rural districts, including districts that do not have the staff and students to support CTE program growth. QAVTC offers programs that complement local district programs and provide wider CTE opportunities to students in Adams, Pike, and Hancock counties. Area Career Centers serving rural schools should be eligible recipients under all competitive grants.

It was also mentioned that the Evidence Based Funding formula would eventually be used as part of the regional funding formula. While school districts receive EBF, Area Career Centers do not. How will the EBF affect Area Career Center funding?

**Size, Scope, and Quality:**

WCR serves a very rural area; we feel that it is unfair to dictate that high school programs have a minimum of 10 students while community college size definition allows for local board policy. Why is this not consistent across both entities? Our rural schools offer quality programs to small classes. Class size does not and should not dictate the quality of a program of study. Programs that do not meet the size requirement should not be forced to solely rely on local funds.

**Teacher Credentials**

Goal 5 is to 'Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Teachers'. While we support this goal, we also must be realistic of our teacher shortage and difficulties in attracting and retaining high quality teachers to our rural western Illinois region. We would ask that the CTE certification requirements be reviewed to allow more individuals the opportunity to teach CTE courses.

Thank you,  
Evie Morrison

*Evelyn Morrison*

West Central Region Education for Employment System #240  
Quincy Area Vocational Technical Center  
217.224.3775, <http://www.qps.org/departments/qavtc/>

*Our mission is to provide career and technical education programs where students can establish and develop future career goals.*

## **Perkins V Feedback**

### **Postsecondary and Industry-Recognized Credentials and Early College Credit Opportunities:**

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## HARDIN STACI

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**From:** Nick Elder <nelder@efe.k12.il.us>  
**Sent:** Wednesday, November 6, 2019 11:01 AM  
**To:** Perkins  
**Subject:** Perkins V Feedback

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

As I review the size, scope, and quality document, in addition to the size and scope criteria, it appears the only way a local secondary program of study can be approved is if it includes:

- a.) early college credit and/or an industry-recognized credential, and;
- b.) includes a CTSO or team-based challenges and;
- c.) includes the opportunity for career development experiences (as defined below)

**Career Development Experiences** (from IL Career Pathways Dictionary): "Takes place for a **minimum of 60 total hours**. Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider.

I served on the statewide committee to design and implement college and career pathway endorsements, as part of the Postsecondary and Workforce Readiness Act. I appreciate the effort that has been made to tie together ESSA, PWR, and Perkins. However, the criteria for a student to earn a college and career pathway endorsement should be viewed as a best practice, not as a minimum requirement for a school to offer a state-approved CTE program of study. The concept of college and career pathway endorsements doesn't make sense in all areas of the state and for every single program of study, especially as a minimum criteria for approval.

## Nick Elder

**Director**

**Education for Employment System #330**

**Early College and Career Academy**

**Parkland College, Room A113**

**217.355.1382**

[www.efe330.org](http://www.efe330.org)

[www.parkland.edu/ecca](http://www.parkland.edu/ecca)

[www.facebook.com/EFE330](https://www.facebook.com/EFE330)

[www.twitter.com/EFE330](https://www.twitter.com/EFE330)

## **HARDIN STACI**

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**From:** John Hasten <hastenj@kansas.k12.il.us>  
**Sent:** Wednesday, November 6, 2019 1:12 PM  
**To:** Perkins  
**Cc:** Laura Sullivan; Cindy Spencer  
**Subject:** CTE State Plan

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

To Whom It May Concern:

After reviewing Perkins 5 State Plan, I have some concerns regarding a portion of the plan. I am a superintendent of a small District (65 high school students). We are in a rural setting 20 to 30 minutes from larger towns which may contain businesses and industry through which internships and other opportunities are available to offer team-based challenges or career development experiences. It appears that absent these opportunities locally, we would not be allowed to participate in the Perkins Grant.

We are not near enough to a junior college to allow students to enroll in dual credit classes and travel to the college campus. In addition, we do not have teachers who are credentialed to teach dual credit classes in our District. Therefore, our District cannot provide early college credit or industry-recognized credentialing for our students. This situation precludes us from partaking in the Perkins Grant as the requirements presently state.

The Perkins Grant has over the years provided vocational opportunities that assist our students and students of other rural communities, to graduate with a trade or skill for entrance level opportunities in the local job force. Please reconsider the rules for Work-Based Learning and continue to allow rural districts to participate in the Perkins Grant.

Yours in education,

John L. Hasten  
Superintendent  
Kansas CUSD #3  
P.O. Box 350  
Kansas, Illinois 61933

Phone: 217.948.5174

## HARDIN STACI

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**From:** Laura Sullivan <lsullivan@eiefes.k12.il.us>  
**Sent:** Wednesday, November 6, 2019 4:50 PM  
**To:** Perkins  
**Cc:** JOHNSON MARCI  
**Subject:** Perkins V State Plan for CTE Comments

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

**Eastern IL Education for Employment System 340**  
**Laura Sullivan, System Director**  
**November 6, 2019**

### Comments Regarding Size, Scope and Quality as presented in the State Plan for CTE

- 1) **Development and Engagement.** It is not feasible to have one large Joint Advisory Committee for a region. There are ways to collect feedback and input from multiple external stakeholders but as ISBE has seen in their stakeholder meetings it is difficult to bring businesses to educational meetings. The CLNA asks schools to have advisory groups – this should be sufficient for collecting feedback on a local level.
- 2) There is a continued focus on incorporating CTE exploration and identifying equity gaps at the middle school level. Can ISBE incorporate Orientation level classes taught to 8<sup>th</sup> graders as part of an approved Program of Study at the High School level? There are middle school CTE teachers who teach orientation level classes that feed into the high school. These students are then ready for training level classes in high school but without “Group 1” classes at the high school there is not an approvable POS. This situation also applies to all in one Jr/Sr High schools where the teacher has orientation level classes with 8<sup>th</sup> graders in his/her HS classroom, offered for HS credit.
- 3) **Instructional Sequence** states that Early College Credit and Stackable Credentials are required. Please do not require Early college Credit and Stackable Credentials. Allow schools the ability to offer a variety of activities such as those college and career readiness indicators listed in the ESSA State Plan.
  - a) Not all teachers are qualified to teach dual credit through the community college.
  - b) Not all students can afford the dual credit fees charged by the community college. When dual credit is only available to Juniors and Seniors, this limits the number of classes and credits they can earn. Please consider ways that students can take dual credit level classes and earn credit sooner.
  - c) Credentials are not always required by industry. There are several local businesses who would like for the students to have welding skills, however they do not need the certification because employees will be trained further on the job.
  - d) It is difficult for many teachers to be qualified to train students and provide a certification exam. PEL teachers may not have in-depth workplace skills to be a credential instructor. Some certification exams are so expensive that schools cannot offer them and students cannot pay for them. Lastly, not all industries have stackable credentials nor do they require credentials of their employees. Making this a requirement of POS will hurt quality programs.
- 4) **Work Based Learning** states that are 3 items (listed below) required for POS approval which are not feasible in rural, small schools. The State Plan for CTE states that Program Approval (with Grant Funding) requires all Programs of Study to include:
  - early college credit and/or an industry-recognized credential, and;

- includes a CTSO or team-based challenges and;
- includes the opportunity for career development experiences, as defined below

**Career Development Experiences** (from IL Career Pathways Dictionary): “Takes place for a **minimum of 60 total hours**. *Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider.*

a) With almost half of the high schools in EFE340’s region under 100 students total in grades 9-12, this enrollment is reflective of our small rural towns. Not all of our local school communities have a large enough employer base to provide all students in CTE with experiences in businesses and in a variety of businesses for all offered POS and to the extent as required by the Plan. Many types of businesses cannot host Apprenticeship students as they may be small retail shops, local fast food places or have too few employees. Many larger businesses and industries may not be allowed to legally host youth under the age of 18, which would also eliminate many students.

b) I suggest encouraging local or alumni presenters, providing field trips to students or having them spend 1-3 school days with an employer. This way all students could participate regardless of ability and availability of personal transportation and students could see businesses that align with their POS in a nearby community.

c) If the 3 work based learning components listed above are required of secondary education Programs of Study for EFE program approval then many of our amazing programs would lose the funding they so desperately need and schools will close programs.

d) **It is imperative to point out that the ESSA document on College and Career Readiness, “ISBE College and Career Readiness Indicator (April 2018),” indicates that three out of 10 Career Readiness Indicators are required by students during junior and senior year.** This is also stated on page 56-57 of the ISBE Consolidated State Plan Under ESSA. If this is the recommendation in the state of IL, then this should be followed for all students. CTE students/programs do not need increased requirements at a time when they are so desperately needed. Three out of 10 indicators as noted in ESSA CCRI will provide needed flexibility and will better serve all students who are diverse in many ways throughout the state including the limited opportunities available in small rural districts.

a. Please note a typo: Youth Apprenticeship is defined in letter O on the April 2018 document, but is not in the Career Readiness Indicator box on page 1. Youth Apprenticeship is also not included in the ESSA State Plan. The documents referenced are found here: <https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf> The ESSA Consolidated State Plan can be found here: <https://www.isbe.net/Documents/ESSA-Amendment1-redline.pdf>

### **Comments on the Perkins V State Plan**

- Use state leadership dollars to provide grades 6-12 students access to an online career development program aligned with careers in IL. Be sure to incorporate this with SIS data and allow administrative access to school leaders to see the results of students.

- **Placement Data:** It is very difficult for districts to collect 1 year and 5 year post-secondary placement data from students as students are not required to provide the district with an email address when they leave and many of them move without notifying the district of their new address. Mechanisms are not in place to accurately collect this data at a local level and staffing is not available to do it.

- **Minimum Class Size of 10 students:** There are 12 out of 25 high schools in EFE340 region that had less than 50 students in last year's senior class. In providing the greatest amount of Career and Technical Education that we can to our students, our class size may fall below 10. The only way to stop this would be to cut programs. Please do not penalize these schools for providing students with CTE course options to the best of their ability and to meet the needs of individual students who want advanced training in Programs of Study.
- **CTSO's:** not all schools have the resources necessary to run a local CTSO and take students to statewide conferences. Again, many high school buildings with less than 100 students, this can become an unnecessary expense for the district and students as they receive a high quality education in the classroom.
- **Regarding Programs of Study:** ISBE should consider creating a Career Exploration that spans across all CTE areas similar to Cooperative Instruction. This would allow a student to have career awareness of multiple cluster areas and could easily enter into another POS cluster. I also suggest allowing schools to teach any 2 courses in a program of Study and remove the requirement for a Group 1 course and a Group 2 course. Many Juniors and Seniors take CTE classes as there is not always room in a student's schedule due to high graduation requirements. Students who may take two Group 2 classes will have an increased skill level and will have a great opportunity to earn a credential or dual credit.
- Continue to allow Programs of Study that are of a local need but may not be high-wage or high-demand. There are many occupations in our local, rural communities that may not neatly align to current labor market needs. However, these programs enjoy strong, student interest, develop critical employability skills, offer participation in CTSO's and meet the quality components of a CTE POS.
  - Language in the PDR and LNA (page 7) including "for CTE programs that are not aligned to State or Regional Labor Market, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program" discourages the continuation of programs that do not neatly match labor market trends.
  - Programs that align with quality component of a CTE POS and meet the size, scope and quality guidelines and other Perkins V objectives should not be discontinued or forced to solely rely on local funds.

### **Educator Retention and Effectiveness Comments**

- Continue to allow PEL educators to obtain short-term approval in a CTE content area by passing the content area exam. Receiving permanent approval for the endorsement would require STA holders to complete 2,000 hours of work outside of education. Having an alternative route for those with a STA to gain industry experience without leaving the classroom should be established.
  - Suggestions include:
    - Completing an agreed upon externship over a given period of time. EFE systems would support teachers with a STA to identify externship sites related to their industry.
    - Recognizing industry-recognized credentials as part of or in place of the 2,000 hour work experience. For example accept a NIMS certification if the educator does not have 2,000 hours of work experience for both STA and ELS-CTE teachers.

Laura Sullivan, CSBO, MSED  
 Director  
 Eastern IL Education for Employment System 340  
 1617 Lake Land Blvd. Mattoon, IL 61938  
 ph. 217/258-6CTE fx. 217/258-6284



## HARDIN STACI

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**From:** MEHAFFY WHITNEY  
**Sent:** Thursday, November 7, 2019 5:59 AM  
**To:** DVR Programs of Study; THIEMAN ERICA; Perkins  
**Subject:** RE: LNA training meetings around the state in December

Thank you Anne for the offer, but at this time, we are working with other locations in Cook County. We will keep this kind of possibility in mind for the future.

**Whitney Mehaffy**  
HST Principal Consultant  
ISBE – CTE and Innovation  
(217) 524-4832

**From:** DVR Programs of Study <director@dvr-efe.org>  
**Sent:** Monday, November 4, 2019 10:27 AM  
**To:** MEHAFFY WHITNEY <wmehaffy@isbe.net>; THIEMAN ERICA <ETHIEMAN@isbe.net>; Perkins <Perkins@isbe.net>  
**Subject:** LNA training meetings around the state in December

Good morning,  
In our EFE Board meeting this morning Triton College offered their campus as a site for the Cook County/NE Illinois Perkins LNA process training meeting. Can we discuss possible logistics, please?  
Thanks  
Anne

--  
Dr. Anne Cothran, Director  
DVR  
Des Plaines Valley Region Education for Employment System 030  
2000 N. 5th Ave, River Grove, Il 60171  
(708)779-4448 office (708)779-4627 fax (708) 890-3525 cell  
Member ACTE, IACTE, ICTA

 **Des Plaines Valley Region**  
Partners in Career Development and Programs of Study

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<http://www.dvr-efe.org> \* <http://www.dvr-efe.info>

Elmwood Park CU School District 401, Leyden Township High School District 212, Oak Park & River Forest High School District 200, Proviso Township High School District 209, Ridgewood High School District 234, Riverside Brookfield High School District 208, Triton College District 504

## HARDIN STACI

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**From:** Bailey, Lorraine <lbailey@pchs.k12.il.us>  
**Sent:** Thursday, November 7, 2019 10:41 AM  
**To:** Perkins  
**Subject:** feedback  
**Attachments:** Perkins V Reccomendations 11042019.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

After reading the attached document, Paris High School is in agreement with the concerns raised by our EFE Director, Laura Sullivan. Please note those concerns and suggestions for changes. Thank you.

Lorraine Bailey  
Co - Principal  
Paris High School

**Eastern IL Education for Employment System 340**  
**Laura Sullivan, System Director**  
**November 6, 2019**

**Comments Regarding Size, Scope and Quality as presented in the State Plan for CTE**

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- c) If the 3 work based learning components listed above are required of secondary education Programs of Study for EFE program approval then many of our amazing programs would lose the funding they so desperately need and schools will close programs.
- d) **It is imperative to point out that the ESSA document on College and Career Readiness, “ISBE College and Career Readiness Indicator (April 2018),” indicates that three out of 10 Career Readiness Indicators are required by students during junior and senior year.** This is also stated on page 56-57 of the ISBE Consolidated State Plan Under ESSA. If this is the recommendation in the state of IL, then this should be followed for all students. CTE students/programs do not need increased requirements at a time when they are so desperately needed. Three out of 10 indicators as noted in ESSA CCRI will provide needed flexibility and will better serve all students who are diverse in many ways throughout the state including the limited opportunities available in small rural districts.
  - a. Please note a typo: Youth Apprenticeship is defined in letter O on the April 2018 document, but is not in the Career Readiness Indicator box on page 1. Youth Apprenticeship is also not included in the ESSA State Plan. The documents referenced are found here: <https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf> The ESSA Consolidated State Plan can be found here: <https://www.isbe.net/Documents/ESSA-Amendment1-redline.pdf>

#### **Comments on the Perkins V State Plan**

- Use state leadership dollars to provide grades 6-12 students access to an online career development program aligned with careers in IL. Be sure to incorporate this with SIS data and allow administrative access to school leaders to see the results of students.
- **Placement Data:** It is very difficult for districts to collect 1 year and 5 year post-secondary placement data from students as students are not required to provide the district with an email address when they leave and many of them move without notifying the district of their new address. Mechanisms are not in place to accurately collect this data at a local level and staffing is not available to do it.
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- **Regarding Programs of Study:** ISBE should consider creating a Career Exploration that spans across all CTE areas similar to Cooperative Instruction. This would allow a student to have career awareness of multiple cluster areas and could easily enter into another POS cluster. I also suggest allowing schools to teach any 2 courses in a program of Study and remove the requirement for a Group 1 course and a Group 2 course. Many Juniors and Seniors take CTE classes as there is not always room in a student's schedule due to high graduation requirements. Students who may take two Group 2 classes will have an increased skill level and will have a great opportunity to earn a credential or dual credit.
- Continue to allow Programs of Study that are of a local need but may not be high-wage or high-demand. There are many occupations in our local, rural communities that may not neatly align to current labor market needs. However, these programs enjoy strong, student interest, develop critical employability skills, offer participation in CTSO's and meet the quality components of a CTE POS.
  - Language in the PDR and LNA (page 7) including "for CTE programs that are not aligned to State or Regional Labor Market, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program" discourages the continuation of programs that do not neatly match labor market trends.
  - Programs that align with quality component of a CTE POS and meet the size, scope and quality guidelines and other Perkins V objectives should not be discontinued or forced to solely rely on local funds.

### **Educator Retention and Effectiveness Comments**

- Continue to allow PEL educators to obtain short-term approval in a CTE content area by passing the content area exam. Receiving permanent approval for the endorsement would require STA holders to complete 2,000 hours of work outside of education. Having an alternative route for those with a STA to gain industry experience without leaving the classroom should be established.
- Suggestions include:
  - Completing an agreed upon externship over a given period of time. EFE systems would support teachers with a STA to identify externship sites related to their industry.
  - Recognizing industry-recognized credentials as part of or in place of the 2,000 hour work experience. For example accept a NIMS certification if the educator does not have 2,000 hours of work experience for both STA and ELS-CTE teachers.

## HARDIN STACI

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**From:** Amy Alsop <aalsop@ift-aft.org>  
**Sent:** Thursday, November 7, 2019 1:51 PM  
**To:** Perkins  
**Cc:** cte@iccb.state.il.us  
**Subject:** IFT CTU feedback on Perkins V draft plan  
**Attachments:** IFT CTU feedback on draft Perkins V plan 11-7-2019.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Attached please find feedback from the Illinois Federation of Teachers and Chicago Teachers Union on the state's plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Please let me know if you have any difficulties accessing this file.

Thank you,

Amy Alsop | Union Professional Issues Director South  
T: 618/624-4373  
F: 618/624-4443  
E: aalsop@ift-aft.org

Illinois Federation of Teachers  
4 Executive Drive  
Fairview Heights, IL 62208  
[www.ift-aft.org](http://www.ift-aft.org) [www.facebook.com/iftaft](https://www.facebook.com/iftaft)

***Members fighting powerfully for a strong union and the future we all deserve.***

**Proud Member of the Illinois Organizers' Union Local 34071, TNG/CWA, AFL-CIO**

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*A Union of Professionals*



**CHICAGO  
TEACHERS  
UNION**

Dr. Carmen I. Ayala, State Superintendent of Education  
Illinois State Board of Education  
100 West Randolph Street - Suite 4-800  
Chicago, Illinois 60601-3223  
November 7, 2019

Sent via email to [Perkins@isbe.net](mailto:Perkins@isbe.net)

Dear Dr. Ayala:

On behalf of the 103,000 members of the Illinois Federation of Teachers (IFT) and the Chicago Teachers Union (CTU), we write to provide feedback on the state's plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). We intend to provide more specific feedback during the formal public comment period in early 2020, addressing statewide matters as well as issues specific to Chicago Public Schools. At this time, our feedback is focused to raise concerns and suggest more effective approaches for key areas of the draft plan:

**Vision** – The state's vision for career and technical education (CTE) should allow students to explore different career pathways, rather than locking them into one pathway too early and limiting learning opportunities. The current draft vision is limiting to students' options.

**State definitions of program size, scope and quality** – Because definitions drive whether programs receive approval, they should be realistic as well as rigorous. The draft plan's definition for program size at the secondary level is too rigid and will disadvantage smaller programs and programs in rural areas. The definition of program quality is overly burdensome as well, requiring programs to meet all quality indicators including dual credit, work-study experiences, and attainment of a post-secondary credential. This definition of quality is too one-size-fits-all for Illinois. We urge these definitions to allow flexibility for regional and local differences and different levels of relationship between secondary and post-secondary schools. Illinois should take advantage of the flexibility allowed in federal law. As expanding programming is contemplated, Illinois should also maintain a focus on strengthening current programs. The current definitions, because they are unnecessarily stringent, will lead to the elimination of programs, which will present a loss of opportunity and access for students. The plan should also include specific steps and assurances to allow existing programs time to evolve and meet new requirements.



**Accountability indicators and targets** – Currently, the plan indicators focus solely on outputs, including academic attainment, technical knowledge and skill attainment, attainment of post-secondary credentials, dual credit, and employment. Rather than focus solely on attainment of outputs, the plan should include indicators that address program inputs, including equitable and sustainable funding and other supports to CTE teachers and students.

**Comprehensive Local Needs Assessment** – This new federal requirement has the potential to create burdensome roadblocks to school districts and community colleges as they apply for Perkins V funding. Illinois should make every effort to design processes and expectations which support, rather than hinder, access to Perkins V funds. The state’s existing needs assessment documents demonstrate the opposite, being onerous, time intensive, and logistically challenging. Illinois’s requirements for the needs assessment should facilitate cross-system alignment, with consideration for the differences between secondary and post-secondary schools. Considering that the needs assessment must be completed prior to local application and then every two years thereafter, it is critical that Illinois revise and streamline expectations on local entities.

**Teacher quality and licensure** – Providing instruction in any CTE program requires pedagogical and specialized technical knowledge and skills. The state plan should prioritize strengthening pathways to develop new CTE teachers, with a focus on increased teacher diversity. Illinois can look to models such as the United Federation of Teachers’ Success Via Apprenticeship program. This CTE teacher training program in New York City schools has existed for thirty years. The United Federation of Teachers has worked with the New York City Department of Education and the City University of New York to prepare graduates of CTE high schools to become CTE teachers. The state plan should also strengthen how it will address the retention of CTE teachers, rather than simply proscribe an extensive list of top-down topics for professional development, which may not meet CTE teachers’ needs and presents accessibility challenges.

**Increased access for special populations to CTE** – The plan should more specifically describe expectations for the types of supports which will be provided both for special populations (at secondary and post-secondary levels) and for their teachers. For example, for special populations to enter and persevere in CTE, they will need supports from school staff, such as job coaches, and supports at transition points.

**Impacts on local funding and continued existence of programs** – The draft of Illinois’s Perkins V plan has implications and impacts on local resources. New Perkins V demands will require time and money to collect and analyze data, bring together stakeholders for collaboration, complete the comprehensive local needs assessment, and address state definitions for program size, scope and quality. CTE programs are resource-intensive, and Perkins V funds typically help to fund new CTE equipment so students are being prepared for workforce entry. Given that the majority of CTE program funds come from state and local sources—and recognizing the state’s new evidence-based funding model is not yet fully funded—Illinois’s plan should not create new funding burdens on secondary and post-secondary schools. Nor should the plan create burdensome new requirements that funnel Perkins V funding away from current local planning to meet the new Perkins V requirements, risking loss of access to programs for our most vulnerable students in the lowest income districts that have already slashed programs.

CTE programs not only prepare our students for the workforce of today and tomorrow, they are an essential determinant in the economic development in our cities, regions and state. Troublingly, the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) have not

projected how the requirements and targets in the draft plan will impact the number of programs across the state; school district and community college capacities to continue to support existing programs and develop new programs; and rates for CTE teacher retention and recruitment. These projections are necessary to understand statewide and regional impacts on how many programs will grow or be lost once the Perkins V plan is in place. We urge ISBE and ICCB to make these projections public prior to formal public comment in early 2020, so that educators, students and families understand the real-world implications of this plan.

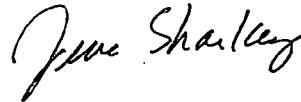
In reviewing this draft, our members fear that a significant number of programs will be lost, due to continued scarcity of funding, inability to meet overly rigid definitions and requirements, and increased impacts on the CTE teacher shortage. In Fiscal Year 2019, Illinois received an estimated \$44.74 million in federal Perkins funding—down from \$49.15 million in 2010, before Tech Prep was defunded (ACTE 2019). Creating a complex new system which does not result in increased learning opportunities for students is a poor use of limited federal funds. Together, ICCB and ISBE have the ability to ensure that the federal requirements of Perkins V are met, while providing CTE programs and teachers the flexibility to thrive and meet the needs of both students and the workforce in years to come. It is our sincere hope that ISBE will listen to practitioners and their representatives and address the significant challenges outlined in this letter.

Sincerely,



Dan Montgomery

IFT President



Jesse Sharkey

CTU President

CC: Illinois Community College Board (via [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us))

## HARDIN STACI

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**From:** Gordon, Brian <brian.gordon@jjc.edu>  
**Sent:** Thursday, November 7, 2019 2:02 PM  
**To:** Perkins  
**Subject:** Comments on Perkins V

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Perkins V concerns and praises -

Thank you for an opportunity to comment on the Perkins V planning process. I echo concerns expressed by many of my colleagues in the CTE community as they pertain to a variety of issues with the draft. I will outline a few specifics here but ask you to consider this testimony in full agreement with concerns expressed by other EFE Directors and Systems. To name a few specifically.. Tom Frazier, Cassie Blickem, Martha Eldredge Stark, and Nick Elder. The concerns are many and I fear once again, well intentioned legislation and policy may do more harm than good if we do not engage business and industry in relevant and meaningful discourse and embrace a broad focus and career exploration in K-12.

Specifically, I believe we need to allow K-12 to continue to explore careers and focus on transferable and employment skills seen time and time again on industry pre-employment screening exams. A comprehensive analysis of those exams show time and time again the necessity for fundamental mathematics and technical reading skills. I also feel K-12 needs to have a heavy focus and mandatory PD through their EFEs around integrating core academics in CTE. It is embedded, we need to help teachers "pull it out". We are preparing students for jobs that don't currently exist and the critical thinking and problem solving embedded in quality CTE programs will serve students well for future learning.

A "narrow gate" focus around size, scope, and quality or high skill, high wage, high demand will serve to further marginalize CTE programs in many of our k-12 schools. I am blessed to be in an area that pays fairly well and finding teachers in specific content areas (Industrial Technology for instance) is a tremendous challenge for my schools. I have a district that has been trying to replace a departed IT teacher for two years. Additionally, one of my schools is so small, they are a one person CTE building (fortunately, they have access to quality programming at a career center but that is not true for many schools around the state). In other words, Focusing grant dollars to only certain programs will have the opposite effect of providing equity. Have we considered providing "premium" funding for programs clearing certain standards while others are still funded. In essence, this is already happening in our Career Center funding.

With that being said, I think the more narrow focus and heavy emphasis on credentialing is a big plus for our community college friends. For far too long, their success has been measured on Associate degree transfers while not acknowledging many of their students obtain technical skills in quality CTE programs and are productive members of the workforce (without having obtained their AA). The "narrow focus" approach is also far more appropriate for targeted WIOA funds. With that said, I don't feel it is appropriate in the K-12 setting.

While admirable, the thought of marrying these grant dollars to the EBF formula is troublesome (absent additional funding and a hold harmless provision). Absent additional funding, this could cause program

closures and further marginalization. Furthermore, provisions would need to be made for Career Centers which are currently not part of the EBF process. As some of my counterparts have pointed out, the existing formula already has an equity focus.

The first four year plan should not be a “house cleaning”. Heavy emphasis in K-12 CTE needs to be on Career Exploration, Transferable Skills, and Essential Employability Skills. This will give existing programs an opportunity to “beef up” their quality or jeopardized lost funding when the next 4 year plan rolls out. In fully acknowledge there are CTE programs that need to be improved. I believe that the emphasis in this first 4 year plan should be on that improvement and integration of ongoing and continuous quality Professional Development across the state. In other words, let’s focus on improvement first.

Lastly, I want to thank you all at ISBE. I know this is a monumental task with many people providing opinions. I am thankful that it was expressed at the Listening tour I attended that this is “just a draft” and the final version will look much different. I am hopeful we can come through this process with a renewed emphasis on quality CTE programming in our schools. Please let me know how I can be of assistance.

Sincerely,

Brian Gordon, Director  
Three Rivers Education For Employment System

## **HARDIN STACI**

---

**From:** Jones, Carol <cjones@pchs.k12.il.us>  
**Sent:** Thursday, November 7, 2019 2:13 PM  
**To:** Perkins  
**Subject:** Fwd: feedback  
**Attachments:** Perkins V Reccomendations 11042019.docx

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

After reading the attached document, Paris High School is in agreement with the concerns raised by our EFE Director, Laura Sullivan. Please note those concerns and suggestions for changes. Thank you.

Carol Jones  
Co - Principal  
Paris High School

**Eastern IL Education for Employment System 340**  
**Laura Sullivan, System Director**  
**November 6, 2019**

**Comments Regarding Size, Scope and Quality as presented in the State Plan for CTE**

- 1) **Development and Engagement.** It is not feasible to have one large Joint Advisory Committee for a region. There are ways to collect feedback and input from multiple external stakeholders but as ISBE has seen in their stakeholder meetings it is difficult to bring businesses to educational meetings. The CLNA asks schools to have advisory groups – this should be sufficient for collecting feedback on a local level.
- 2) There is a continued focus on incorporating CTE exploration and identifying equity gaps at the middle school level. Can ISBE incorporate Orientation level classes taught to 8<sup>th</sup> graders as part of an approved Program of Study at the High School level? There are middle school CTE teachers who teach orientation level classes that feed into the high school. These students are then ready for training level classes in high school but without “Group 1” classes at the high school there is not an approvable POS. This situation also applies to all in one Jr/Sr High schools where the teacher has orientation level classes with 8<sup>th</sup> graders in his/her HS classroom, offered for HS credit.
- 3) **Instructional Sequence** states that Early College Credit and Stackable Credentials are required. Please do not require Early college Credit and Stackable Credentials. Allow schools the ability to offer a variety of activities such as those college and career readiness indicators listed in the ESSA State Plan.
  - a) Not all teachers are qualified to teach dual credit through the community college.
  - b) Not all students can afford the dual credit fees charged by the community college. When dual credit is only available to Juniors and Seniors, this limits the number of classes and credits they can earn. Please consider ways that students can take dual credit level classes and earn credit sooner.
  - c) Credentials are not always required by industry. There are several local businesses who would like for the students to have welding skills, however they do not need the certification because employees will be trained further on the job.
  - d) It is difficult for many teachers to be qualified to train students and provide a certification exam. PEL teachers may not have in-depth workplace skills to be a credential instructor. Some certification exams are so expensive that schools cannot offer them and students cannot pay for them. Lastly, not all industries have stackable credentials nor do they require credentials of their employees. Making this a requirement of POS will hurt quality programs.
- 4) **Work Based Learning** states that are 3 items (listed below) required for POS approval which are not feasible in rural, small schools. The State Plan for CTE states that Program Approval (with Grant Funding) requires all Programs of Study to include:
  - early college credit and/or an industry-recognized credential, and;
  - includes a CTSO or team-based challenges and;
  - includes the opportunity for career development experiences, as defined below

***Career Development Experiences*** (from *IL Career Pathways Dictionary*): “Takes place for a **minimum of 60 total hours**. *Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider.*

- a) With almost half of the high schools in EFE340’s region under 100 students total in grades 9-12, this enrollment is reflective of our small rural towns. Not all of our local school communities have a large enough employer base to provide all students in CTE with experiences in businesses and in a variety of businesses for all offered POS and to the extent as required by the Plan. Many types of businesses cannot host Apprenticeship students as they may be small retail shops, local fast food places or have too few employees. Many larger businesses and industries may not be allowed to legally host youth under the age of 18, which would also eliminate many students.
- b) I suggest encouraging local or alumni presenters, providing field trips to students or having them spend 1-3 school days with an employer. This way all students could participate regardless of ability and availability of personal transportation and students could see businesses that align with their POS in a nearby community.
- c) If the 3 work based learning components listed above are required of secondary education Programs of Study for EFE program approval then many of our amazing programs would lose the funding they so desperately need and schools will close programs.
- d) **It is imperative to point out that the ESSA document on College and Career Readiness, “ISBE College and Career Readiness Indicator (April 2018),” indicates that three out of 10 Career Readiness Indicators are required by students during junior and senior year.** This is also stated on page 56-57 of the ISBE Consolidated State Plan Under ESSA. If this is the recommendation in the state of IL, then this should be followed for all students. CTE students/programs do not need increased requirements at a time when they are so desperately needed. Three out of 10 indicators as noted in ESSA CCRI will provide needed flexibility and will better serve all students who are diverse in many ways throughout the state including the limited opportunities available in small rural districts.
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## HARDIN STACI

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**From:** Conn, Tammi J. (AC) <CONNTJ@wvwd.org>  
**Sent:** Thursday, November 7, 2019 2:39 PM  
**To:** Perkins  
**Subject:** Perkins V Reauthorization

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Good Evening-

I would like to support what Brian Gordon, from The Three Rivers Education for Employment System shared (below) and I would also like to state the importance of at the very least keeping the funding levels the same if not shifting more to secondary. Currently 67% of CTE students sit in secondary classes while only 33% are in Community College Classes. The current 60/40 split of Perkins money between secondary and community colleges allows K-12 to explore career exploration, create new (needed) programs, train staff. With the additional requirements of the PaCE framework and the Illinois Endorsement Pathways, we need the funding to grow our programs, pay for certifications, allow our students to be involved with CTSOs, and get the hands on experience and opportunity to explore careers needed to lead to a successful career.

Additionally, the need for our EFE system directors is great. The work that they do for secondary leaders and the aid that they give the secondary institutions in instituting changes to the law and rules cannot be duplicated by the staff at ISBE due to the amount of work that they are already doing. This system of working with our EFEs to be able to plan and collaborate with area schools and programs has been one of the biggest catalyst to growth of our CTE programs.

Tammi Conn  
Director of CTE  
Valley View Public Schools 365u

Thank you for an opportunity to comment on the Perkins V planning process. I echo concerns expressed by many of my colleagues in the CTE community as they pertain to a variety of issues with the draft. I will outline a few specifics here but ask you to consider this testimony in full agreement with concerns expressed by other EFE Directors and Systems. To name a few specifically.. Tom Frazier, Cassie Blickem, Martha Eldredge Stark, and Nick Elder. The concerns are many and I fear once again, well intentioned legislation and policy may do more harm than good if we do not engage business and industry in relevant and meaningful discourse and embrace a broad focus and career exploration in K-12.

Specifically, I believe we need to allow K-12 to continue to explore careers and focus on transferable and employment skills seen time and time again on industry pre-employment screening exams. A comprehensive analysis of those exams show time and time again the necessity for fundamental mathematics and technical reading skills. I also feel K-12 needs to have a heavy focus and mandatory PD through their EFEs around integrating core academics in CTE. It is embedded, we need to help teachers "pull it out". We are preparing students for jobs that don't currently exist and the critical thinking and problem solving embedded in quality CTE programs will serve students well for future learning.

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not true for many schools around the state). In other words, Focusing grant dollars to only certain programs will have the opposite effect of providing equity. Have we considered providing "premium" funding for programs clearing certain standards while others are still funded. In essence, this is already happening in our Career Center funding.

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The first four year plan should not be a "house cleaning". Heavy emphasis in K-12 CTE needs to be on Career Exploration, Transferable Skills, and Essential Employability Skills. This will give existing programs an opportunity to "beef up" their quality or jeopardized lost funding when the next 4 year plan rolls out. I fully acknowledge there are CTE programs that need to be improved. I believe that the emphasis in this first 4 year plan should be on that improvement and integration of ongoing and continuous quality Professional Development across the state. In other words, let's focus on improvement first.

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Sincerely,

Brian Gordon, Director  
Three Rivers Education For Employment System

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## HARDIN STACI

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**From:** Ward, Denise <Denise.Ward@ieanea.org> on behalf of Griffin, Kathi <Kathi.Griffin@ieanea.org>  
**Sent:** Thursday, November 7, 2019 2:48 PM  
**To:** Perkins  
**Subject:** Comments from the Illinois Education Association on Perkins V  
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November 7, 2019

The mission statement of the Illinois Education Association asserts that our members intend to be advocates for the children of Illinois, ensuring that each and every child is able to realize their full potential during their public-school experience. To this end, we have long recognized the fact that our students are preparing for a wide range of possible jobs or for matriculating to some form of post-secondary education during their years with us.

We applaud the thought being given to the Perkins funding that is used in Illinois to supplement state and local funding for career and technical education (CTE). Our concern is that these supplemental federal funds are used to provide programming in CTE for all of our students, regardless of the school district in which they may attend classes. We remind the framers of the plan that, in identifying special populations that ought to be recognized through an equity lens, we include those children who attend classes in school districts in which local and state funding simply do not allow for the inclusion of sufficient CTE opportunities.

Whatever the final State plan, we submit that it ought to include mechanisms to ensure that those students have access to CTE opportunities that are equal to those enjoyed by their peers in districts able to deploy a larger market basket of educational goods and services due to access to local wealth. Thank you for the opportunity to comment on the State's draft plan.

We comment below on three general areas of concerns we have with the draft of the Perkins V Plan, what is currently in the plan, and what we find to have been left out of the plan. We begin with a summary of our comments and go on to provide details and suggestions for change.



President  
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### SUMMARY

#### WHAT IS IN THE PLAN

In short, considering the issues covered in the plan, we have major concerns with two that are included in the draft State Plan and one that is not.

## THE ISSUE OF CTE LICENSURE FOR TEACHERS

We recognize the need for allowing some changes in the endorsement of CTE educators in Illinois. At one of the "road show" presentations, a teacher made the point that, while he held a Master's Degree in computer science, he was unable to teach computer coding to CTE classes because he lacked the 2,000 hours of industry work-time required for CTE endorsement. That clearly, in our opinion, is a restriction that ought to be dealt with in rules. There are clear cases in which the holder of a professional educator license (PEL) ought to be able to teach CTE courses without the now requisite 2,000 hours of work experience. We suspect the same is true for courses and teaching in the health care area, as well as in others.

However, we remain committed to the idea that appropriate changes to the licensure and endorsement rules are not those that diminish the need for the holder of a PEL to understand how it is students develop and show readiness to progress over time. We do not support the licensure of any person who lacks training in pedagogy. We believe that the best resource we can provide a child is a high-quality teacher in the classroom. While it is true that there are CTE courses that must be taught by people qualified in subject matter other than that taught in traditional teacher preparation courses, we do not support the notion that a CTE endorsement qualifies an individual for licensure, the issuance of a PEL, without the appropriate course work. In short, we think this is a challenge that can be dealt with by adopting the current CTE endorsement rules to meet the current needs of CTE teaching, not a challenge that will require changes to the current requirements for the PEL. We do not believe that the current 2,000-hour industry work requirement can be changed for endorsement as a CTE teacher in what we often think of as trades. We believe that, in certain cases such as health science or computer technology, the current 2,000-hour industry work requirement can be replaced with appropriate academic training. We suggest that part of the reserve fund that is part of the Perkins V plan be used to assist those who are academically qualified but need industry experience for endorsement in CTE.

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We believe this is a possible and unintended result of the current plan.

## THE ISSUE OF LABOR MARKET DEMANDS OF THE FUTURE

The proposed plan requires that an approved plan must provide for, from a labor market perspective, jobs that are plentiful at the end of the program. We believe this to be unintentionally short sighted. Illinois leaders need to be thinking about the jobs that will be available to our students in the future. Leaders need to consider how jobs are changing and what skills our students will need to compete in the labor market of the future, not in the labor market of today.

## WHAT IS NOT IN THE PLAN

## THE ISSUE OF PERPARING OUR STUDENTS FOR JOBS OF THE FUTURE RATHER THAN THE JOBS OF TODAY

The array of career and technical education programs have failed to keep pace with rapid advancements in the technology sector. As the work enters a new industrial revolution, futuristic forms of technology such as artificial intelligence promise to transform how we live and interact with one another in ways never thought possible. Technology has the potential to make incredible contributions to society in every field from the professions, such as education and medicine, to the factory floor, where computer controlled robotization continues to expand.

This set of facts will, very quickly, change the global workforce. The focus of CTE education ought, then, to be about jobs of the future, not jobs of today. An issue that we feel is insufficiently addressed in this plan is the notion of Illinois leaders working together to consider what jobs our students will prepare for in the future, what common subject matter that requires, and what areas of specialization are going to be required if our kids are going to find continued employment throughout their working lives.

## **ARTIFICIAL INTELLIGENCE**

Artificial intelligence is ubiquitous and knows no boundaries. Students will need the ability to work with the machines that rely on artificial intelligence and will need to create policies and protocols that guide the development and use of those technologies. This need ought to be specifically noted in this plan.

## **DETAILED SUGGESTIONS**

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We are in agreement with the stated goals and programs with which the plan ought to align (p. 4) and realize that the language allows for the inclusion of other programs. We encourage the framers to include a statement that leaves no doubt that the State intends to use the supplemental Perkins funds, in part, to achieve equity for those of our students attending classes in our least well-funded schools. We suggest adding the following: Evidence Based Funding for the K-12 system and Adult and Career Grants for the Community College system.

We applaud the notion that a closer partnership between our Community Colleges and our K-12 school districts is encouraged. We believe that this is a necessary step in maximizing the efficient use of the Perkins funds.

### **Activities under the Postsecondary and Career Expectations Act**

PaCE Framework. We ask that more thought be given to the time needed for the activities outlined in this section. Our members tell us that they need every minute of every school day to complete the work now required by statute. We wonder how, in the school day, our teachers and our students can add more required instruction.

Transitional Math and English. Both college and K-12 faculty tell us that existing transitional math and English programs are successful for some students. The faculty tell us that a relatively narrow range of students is able to successfully attain the skills needed to complete credit bearing coursework at the college level given one year of intensive transitional work in these subject areas. While we are in complete support of the success that is realized for this small group of students, we wonder how we can better serve those students who are unable to attain the skills needed in the one year of transitional work that is envisioned here. We suggest that a part of the entire work plan for Perkins V must include finding ways to reach a larger part of our student population if we are to ensure that all of our students exit the educational system in Illinois with the skills they need to become employable.

## **DRAFT OF STRATEGIC VISION FOR ILLINOIS CTE**

The draft vision statement reads:

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

We suggest it be changed to read:

Illinois supports an aligned, high-quality career pathway system informed by student, industry and community needs. This P-20 system will ensure equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve their education and career goals. Students will have the opportunity to explore a variety of career choices and the system will provide the flexibility for both exploration and change as the student moves toward matriculating into postsecondary education or the workforce.

## GOALS FOR PREPARING AN EDUCATED WORKFORCE...

In order to make explicit the inclusion of a class of students defined by attendance in less well funded schools we suggest the following additional Goal for this section.

### **Goal 6 – Ensure that CTE students have access to an equal range of programs and services regardless of the K-12 or Community College system in which they attend.**

Illinois has made admirable strides in the funding of both our K-12 system (through both the Evidence Base Funding System and the additional monies appropriated by the General Assembly to fund that system) AND our system of higher education (this through the additional appropriations provided by the General Assembly). However, differences continue to exist in the availability of funds across K-12 and Community College districts. There is a clear need to deploy Perkins V funds to narrow this opportunity gap if we expect to deliver equal opportunities to all students engaged in CTE education.

We suggest that part of the reserve funds be used to offer grants to under-resourced districts for the purchase of equipment that would allow those districts to provide for the needs of programs that are relevant in their local areas.

## ALIGNMENT AND COORDINATION AMONG WIOS'S CORE PARTNERS...

We suggest the following change in this section:

3. Addressing Inequities: Illinois leadership....While the P-20 Council creates higher education equity goals, WIOA partners are considering workforce equity goals which must include the consideration of K-12 and Community College district funding disparities. Working in collaboration across the education and workforce agencies will be crucial in meeting our state's higher education and workforce equity targets, one of which must be equal access to CTE programing and high-quality teachers regardless of the district in which the student attends. ....

## IMPLEMENTING CAREER AND TECHNICAL EDUCATION PROGRAMS... (p. 26), b Cost (p. 27)

The plan states:

Labor Market Need: A CTE program must be viable from a labor market standpoint that indicates jobs are plentiful at the end of the program.

*We think this statement is unintentionally short sighted. While it may be necessary to consider what jobs are now plentiful, we believe it is not sufficient and that a more important issue is determining what jobs will be plentiful when students who enter our schools today are ready to transition to higher education or to the workforce. If we fail to use this partnership as an opportunity for Illinois leaders to think carefully about the range of job opportunities our students will face in the future, we will forever be preparing students for jobs that will likely not be available to them. In short, while this statement is*

*likely intended to address jobs of the future, we think it needs to focus on a longer view. We suggest this section read:*

Labor Market Need: One of the goals of CTE training is to ensure that our students leave the Illinois educational system with the knowledge and skills they will need for a lifetime of meaningful employment in our state. Therefore, there are two necessary sub-criteria. A CTE program must be viable from a labor market standpoint that indicates jobs are plentiful at the end of the program. A CTE program must be viable in that it provides for the knowledge and skills that a student is likely to need for a lifetime of Illinois employment. Labor market information is available from the Illinois Department of Employment Security, Bureau Labor of Statistics, or other labor market analytic tools. Note: Labor market information may not be available for emerging occupations or fulfill specific employer needs. Therefore, other forms of documentation may be appropriate.

Cost: The recipient must have the fiscal resources in place or budgeted to support the CTE program in a cost-effective manner. Recipients must document the financial feasibility of the proposed program.

*We wonder how this provides for and enhances the CTE education of students who attend districts that are less well funded by local and state sources. The goal of this plan is clearly, in part, to reimagine CTE through an equity lens and we wonder how this part of the goal contributes to that vision for Illinois students regardless of their zip code.*

## **SIZE SCOPE AND QUALITY**

### **Size**

...Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size.

We think this requirement is in conflict with the goal of providing high quality CTE for all of the students in Illinois. Some of our smaller districts will simply not be able to fill a class with 10 students and the failure to provide for those students simply because of the parent's place of residence runs contrary to the very foundations of our K-12 funding system.

We suggest that some consideration be given to partnerships between and among K-12 and Community College districts be used if there is a compelling need to meet this class size requirement. If there is no compelling reason, for example, an applicable Federal statute, then we suggest the K-12 class size language be changed to that which is used for the Community College district; that is:

Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size must follow local board policies on class size.

We also suggest that the number of programs offered be changed so that partnerships between and among K-12 districts and Community Colleges are the unit that is defined as offering the course. Once again, our concern is that district size becomes a potential block to Perkins V funding and that is clearly not the intent of this plan.

### **QUALITY**

We outline below our concerns with this section highlighting our suggestions and concerns in italic text.

Programs of Study:

1. Are informed by external stakeholders, including but not limited to secondary partners, postsecondary partners, business and industry, local workforce boards, adult education



providers, and community-based organizations through advisory committees. Advisory Committees must meet, at minimum, on an annual basis.

*While we recognize the importance of external stakeholders, we feel it equally important to recognize the importance of people within the system. We suggest an addition to recognize the student voice in these decisions. Is the curriculum of CTE coursework providing what students are interested in and what they need?*

2. Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
3. Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning and career exploration.

*We believe that the word "industry" in this case is limiting. We imagine pathways for all careers, including education. While one may imagine an education industry it is, we believe, a career that is based on service to students and to learning, not the usual meaning of industry and, therefore, not an appropriate term in this case. We suggest replacing the word "industry" with the phrase employment in the post-secondary world.*

4. Include academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g. Academic Standards, Accreditation bodies, and professional and licensing standards) the skillsets needed by employers.

*Once again, we are concerned that word industry is limiting. It is clearly important to recognize and include the educational requirements of industry in CTE education. However, we believe it equally important to recognize that an important transition point for some of our students is the attainment of the skills necessary to matriculate to higher education and to prepare for a career that is not typically associated with the word "industry." To that end, we suggest this change: "appropriate state, industry, and educational standards...."*

5. Are led by qualified instructors and staff who are provided opportunities for comprehensive professional learning (e.g. ISBE Licensing Requirements, Accrediting standards, ICCB Administrative Rules).

*There are references throughout the plan to the need for CTE endorsed educators. We agree that this is a critical need in Illinois and recognize that, as in all areas of teaching, we struggle to find teachers in sufficient numbers to fill positions. However, we continue to be concerned with the quality of the educational workforce. We do not support the diminution of quality or rules that protect the quality of our teachers in any field, including career and technical education. We recognize that it is time to revisit some of the licensure rules so that requirements that lead to duplicative coursework and unrealistic teacher education can be removed. These barriers to entry into the profession are of no value to students, teachers, school districts, or the communities that we serve. At the same time, we cannot endorse the undefined suggestions in the plan that licensure requirements changes are being contemplated without appropriate input from the educational stakeholders affected. We simply need more information before we can accept or refute the notions contained in the plan of changes to licensure.*

6. Assist the recipients in meeting local performance indicators.
7. Are continuously evaluated and improved using a continuous program improvement process (e.g. Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, other course or program evaluation methods)
8. Are offered in appropriate facilities using current technology and equipment.

*Our concern with this measure of quality continues to be that, in districts that lack sufficient funding capacity to provide “appropriate facilities” and to use “current technology and equipment” we provide, effectively, a denial, for some Illinois students, of access to CTE education. While we recognize the Perkins funding is insufficient to overcome the lack of local and state resources that is implied by this measure of quality, we are unable to support the plan as a whole without some suggestion, within the plan, to help districts who lack the local and state funding base to provide for “appropriate facilities” and “current technology and equipment.” Absent an approach that allows for the inclusion of those school districts and community college districts, this plan simply institutionalizes the inequities in educational opportunity that exist for our students now. This is clearly not the intent of the framers, and we call on them to work with stakeholders to develop a solution to this need. It is a solution that is necessary not only for our students, but for whichever part of our economy that will provide employment in all parts for the state for them.*

9. Secondary: Align with or supports the graduation plan/pathway plan for each student that identifies recommended academic and technical courses, which connect to postsecondary education.
10. Postsecondary: Include other entry and exit points to provide access and smooth transitions through programming (e.g. adult learners, veterans, etc.)

## WHAT ISN'T IN THE PLAN

### **Career and Technical Education in the Age of Artificial Intelligence Preparing the Workforce for the Future**

#### **History**

Policymakers signed the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) into law on July 31, 2018. Funding from the program is used to ensure the nation's economy has access to a robust workforce by investing in the creation of high-quality career and technical education programs for students. For the past thirty-five years, since the introduction of the original Carl D. Perkins Act, Congress has invested in America by providing funding to help educate and train the nation's future workforce.

Unfortunately, the vast array of career and technical education programs have failed to keep pace with rapid advancements in the technology sector. As the world enters the Fourth Industrial Revolution, futuristic forms of technology like artificial intelligence promise to transform how we live and interact with one another in ways never thought possible. It is important to note; the technology has the potential to make incredible contributions to society in every field from education through medicine. However, it also threatens to devastate the global workforce.

The challenge of preparing today's students for tomorrow's problems is complex. For centuries man utilized the power of machines to improve production capability. Over time, the machinery grew in sophistication. The evolution of those tools led to the creation of devices that potentially no longer need man to design and build them. The result is a dramatic change in how the world perceives the need for manual labor and the ongoing finances that are required to sustain a human workforce. In today's world there is a growing push in the business industry to replace humans with machines. The impact of those decisions is already being felt. Oxford economist Carl Frey and Machine Learning expert Michael Osborne predict that forty-seven percent of jobs will be automated within the next two decades. Entry level skill jobs in the retail industry are quickly disappearing. A multitude of companies have already replaced cashiers with automated checkout counters. The use of chat bots instead of human phone support in the customer service industry continues to increase. Amazon recently announced the company will retrain over 100,000 of its employees due to the fact their current skills are no longer considered employable. White collar jobs, once thought immune to such concerns, are at risk as well. Wells Fargo & Company released a report on October 1, 2019, stating that over 200,000 banking industry jobs could be eliminated in the United States by 2030. Automation is quickly finding

a foothold in other industries like law and finance as well. Moving forward, it is critical that students have access to cutting edge career and technical education training to ensure they have the necessary skills to compete for jobs in the coming years. Business leaders are quick to share that the new technology will create new jobs. However, the skills that are required for those “high tech” jobs differ greatly from those needed by common laborers in the past. The training offered in career and technical education programs must adapt quickly if there is any hope for our students to maintain a competitive edge over other nations that are posturing themselves to take advantage of the shift in labor needs.

In addition, to the threat of job reduction, students in the future will be challenged to solve an array of moral and ethical concerns that did not exist in the past. New technology will challenge the status quo and mandate that future employees consider the impact their decisions will have on the rest of humanity. They will have to decide dilemmas like whether artificial intelligence systems can be granted patents. Is it ethical for a company to build an autonomous school bus and who is responsible if an accident occurs? Should the medical industry consider connecting the human mind to the cloud? As adults, students will be asked to consider an infinite list of questions like these in the future.

Artificial intelligence is ubiquitous and knows no boundaries. For this reason, students will need to have the ability to work with diverse populations to create policies and protocols that guide the development and use of the technology in a world without borders. In February, the White House issued an executive order to restate the United State’s commitment to maintaining its position as a global leader in technology. This will only happen if all stakeholders are willing to come to the table to create an education system that provides teachers and administrators with the resources they need to construct a world class learning environment that provides students with the skills they need to compete in the new global marketplace.

## **The Opportunity**

Prudence suggests society take a proactive approach to develop career and technical education programs that empower students with the skills they need to understand the technology and discover creative ways to use it without dehumanizing the world’s workforce. The role of the classroom teacher must change dramatically to meet those needs. Teachers need the support of the greater society to ensure they have the necessary resources to help educate our children.

Swizz-Brazilian Businessman, Jorge Paulo Lemann stated, “The future of industry and business depends on increasingly talented individuals who can understand and create opportunities amidst the complexity created by a deeply interdependent and rapidly changing world.” It is imperative that students are exposed to training that helps develop those critical skills that will enable them to compete and thrive in the global marketplace in the coming years. Public education is the conduit through which that training must be offered. The role of the classroom teacher is more important than ever before.

## **Next Steps**

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) provides leadership with the ability to rethink what career and technical education looks like. Illinois should seek to become the global leader in the preparation of students for the workplace of the future.

Funds from Perkins V should continue to support existing career and technical education programs while working in parallel to develop the framework for a plan that addresses the issue artificial intelligence, and other forms of futuristic technology, will have on education, the labor market, and society in general. Steps should be taken to do the following:

1. Develop a committee of key stakeholders to:
  - a. Ensure there is general understanding amongst its members of what artificial intelligence is; how the technology is/will be used; the potential impact it will have on the labor force and greater society in order to create a climate where leaders work together to advance a common plan that benefits future generations.

- b. Identify the benefits and risks of artificial intelligence and other futuristic forms of technology at school and in the workplace.
  - c. Create the framework for a plan that can be integrated into schools and communities which ensures students have access to high quality instruction and opportunities that prepares them for rapid changes in the workforce due to new advancements in technology.
2. Create an awareness campaign that can be shared with an array of different audiences which explains the technologies and how they can be used to advance society, so parents and community members understand the requisite skills students that are needed to be marketable in the future.
3. Ensure teachers and administrators have access to high quality professional learning activities that prepare them to create innovative instructional environments that prepare students with the skills they need to compete in the global marketplace.
4. Foster partnerships with industry leaders to develop a better understanding of where industry hopes to go, what educators need to do in order to prepare students for those changes, and recommend policy that ensures those goals are met.
5. Ensure the technology is used to create equitable learning opportunities for all students.

Provide all students with the appropriate core competency, social emotional learning/mental health and career/technical training that addresses the needs of the whole child and prepares them to take their rightful place on the global stage.

### **In conclusion**

We agree with and support most of what is in the Perkins V draft plan. We have made suggestions to strengthen the plan in three distinct areas, teacher licensure, equitable delivery of CTE services, and more thoughtful consideration of what jobs our students will have in the future and what knowledge and skills they will need to be successful in those jobs. We encourage those charged with the development of the plan to consider these suggestions and thank you for the opportunity to comment.

**Denise Ward**

**Administrative Assistant – President's Office**

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### Activities under the Postsecondary and Career Expectations Act

PaCE Framework. We ask that more thought be given to the time needed for the activities outlined in this section. Our members tell us that they need every minute of every school day to complete the work now required by statute. We wonder how, in the school day, our teachers and our students can add more required instruction.

Transitional Math and English. Both college and K-12 faculty tell us that existing transitional math and English programs are successful for some students. The faculty tell us that a relatively narrow range of students is able to successfully attain the skills needed to complete credit bearing coursework at the college level given one year of intensive transitional work in these subject areas. While we are in complete support of the success that is realized for this small group of students, we wonder how we can better serve those students who are unable to attain the skills needed in the one year of transitional work that is envisioned here. We suggest that a part of the entire work plan for Perkins V must include finding ways to reach a larger part of our student population if we are to ensure that all of our students exit the educational system in Illinois with the skills they need to become employable.

### DRAFT OF STRATEGIC VISION FOR ILLINOIS CTE

The draft vision statement reads:

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

We suggest it be changed to read:

Illinois supports an aligned, high-quality career pathway system informed by student, industry and community needs. This P-20 system will ensure equitable access and supports for all individuals so that they may explore and complete a



personalized pathway that enables them to achieve their education and career goals. Students will have the opportunity to explore a variety of career choices and the system will provide the flexibility for both exploration and change as the student moves toward matriculating into postsecondary education or the workforce.

## **GOALS FOR PREPARING AN EDUCATED WORKFORCE...**

In order to make explicit the inclusion of a class of students defined by attendance in less well funded schools we suggest the following additional Goal for this section.

**Goal 6 – Ensure that CTE students have access to an equal range of programs and services regardless of the K-12 or Community College system in which they attend.**

Illinois has made admirable strides in the funding of both our K-12 system (through both the Evidence Base Funding System and the additional monies appropriated by the General Assembly to fund that system) AND our system of higher education (this through the additional appropriations provided by the General Assembly). However, differences continue to exist in the availability of funds across K-12 and Community College districts. There is a clear need to deploy Perkins V funds to narrow this opportunity gap if we expect to deliver equal opportunities to all students engaged in CTE education.

We suggest that part of the reserve funds be used to offer grants to under-resourced districts for the purchase of equipment that would allow those districts to provide for the needs of programs that are relevant in their local areas.

## **ALIGNMENT AND COORDINATION AMONG WIOS'S CORE PARTNERS...**

We suggest the following change in this section:

3. Addressing Inequities: Illinois leadership.....While the P-20 Council creates higher education equity goals, WIOA partners are considering workforce equity goals which must include the consideration of K-12 and Community College district funding disparities. Working in collaboration across the education and workforce agencies will be crucial in meeting our state's higher education and workforce equity targets, one of which must be equal access to CTE programing and high-quality teachers regardless of the district in which the student attends.

....

**IMPLEMENTING CAREER AND TECHNICAL EDUCATION PROGRAMS... (p. 26), b  
Cost (p. 27)**

The plan states:

Labor Market Need: A CTE program must be viable from a labor market standpoint that indicates jobs are plentiful at the end of the program.

*We think this statement is unintentionally short sighted. While it may be necessary to consider what jobs are now plentiful, we believe it is not sufficient and that a more important issue is determining what jobs will be plentiful when students who enter our schools today are ready to transition to higher education or to the workforce. If we fail to use this partnership as an opportunity for Illinois leaders to think carefully about the range of job opportunities our students will face in the future, we will forever be preparing students for jobs that will likely not be available to them. In short, while this statement is likely intended to address jobs of the future, we think it needs to focus on a longer view. We suggest this section read:*

Labor Market Need: One of the goals of CTE training is to ensure that our students leave the Illinois educational system with the knowledge and skills they will need for a lifetime of meaningful employment in our state. Therefore, there are two necessary sub-criteria. A CTE program must be viable from a labor market standpoint that indicates jobs are plentiful at the end of the program. A CTE program must be viable in that it provides for the knowledge and skills that a student is likely to need for a lifetime of Illinois employment. Labor market information is available from the Illinois Department of Employment Security, Bureau Labor of Statistics, or other labor market analytic tools. Note: Labor market information may not be available for emerging occupations or fulfill specific employer needs. Therefore, other forms of documentation may be appropriate.

Cost: The recipient must have the fiscal resources in place or budgeted to support the CTE program in a cost-effective manner. Recipients must document the financial feasibility of the proposed program.

*We wonder how this provides for and enhances the CTE education of students who attend districts that are less well funded by local and state sources. The goal of this plan is clearly, in part, to reimagine CTE through an equity lens and we wonder how this part of the goal contributes to that vision for Illinois students regardless of their zip code.*

## SIZE SCOPE AND QUALITY

### Size

...Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size.

We think this requirement is in conflict with the goal of providing high quality CTE for all of the students in Illinois. Some of our smaller districts will simply not be able to fill a class with 10 students and the failure to provide for those students simply because of the parent's place of residence runs contrary to the very foundations of our K-12 funding system.

We suggest that some consideration be given to partnerships between and among K-12 and Community College districts be used if there is a compelling need to meet this class size requirement. If there is no compelling reason, for example, an applicable Federal statute, then we suggest the K-12 class size language be changed to that which is used for the Community College district; that is:

~~Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size~~ must follow local board policies on class size.

We also suggest that the number of programs offered be changed so that partnerships between and among K-12 districts and Community Colleges are the unit that is defined as offering the course. Once again, our concern is that district size becomes a potential block to Perkins V funding and that is clearly not the intent of this plan.

### QUALITY

We outline below our concerns with this section highlighting our suggestions and concerns in italic text.

#### Programs of Study:

1. Are informed by external stakeholders, including but not limited to secondary partners, postsecondary partners, business and industry, local workforce boards, adult education providers, and community-based organizations through advisory committees. Advisory Committees must meet, at minimum, on an annual basis.

*While we recognize the importance of external stakeholders, we feel it equally important to recognize the importance of people within the system. We suggest an addition to recognize the student voice in these decisions. Is the curriculum of CTE coursework providing what students are interested in and what they need?*

2. Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
3. Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning and career exploration.

*We believe that the word "industry" in this case is limiting. We imagine pathways for all careers, including education. While one may imagine an education industry it is, we believe, a career that is based on service to students and to learning, not the usual meaning of industry and, therefore, not an appropriate term in this case. We suggest replacing the word "industry" with the phrase employment in the post-secondary world.*

4. Include academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g. Academic Standards, Accreditation bodies, and professional and licensing standards) the skillsets needed by employers.

*Once again, we are concerned that word industry is limiting. It is clearly important to recognize and include the educational requirements of industry in CTE education. However, we believe it equally important to recognize that an important transition point for some of our students is the attainment of the skills necessary to matriculate to higher education and to prepare for a career that is not typically associated with the word "industry." To that end, we suggest this change: "appropriate state, industry, and educational standards...."*

5. Are led by qualified instructors and staff who are provided opportunities for comprehensive professional learning (e.g. ISBE Licensing Requirements, Accrediting standards, ICCB Administrative Rules).

*There are references throughout the plan to the need for CTE endorsed educators. We agree that this is a critical need in Illinois and recognize that, as in all areas of teaching, we struggle to find teachers in sufficient numbers to fill positions. However, we continue to be concerned with the quality of the educational workforce. We do not support the diminution of quality or rules that protect the quality of our teachers in any field, including career and technical education. We recognize that it is time to revisit some of the licensure rules so that requirements that lead to duplicative coursework and unrealistic teacher education can be removed. These barriers to entry into the profession are of no value to students, teachers, school districts, or the communities that we serve. At the same time, we cannot endorse the undefined suggestions in the plan that licensure requirements changes are being contemplated without appropriate input from the educational stakeholders affected. We simply need more information before we can accept or refute the notions contained in the plan of changes to licensure.*

6. Assist the recipients in meeting local performance indicators.
7. Are continuously evaluated and improved using a continuous program improvement process (e.g. Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, other course or program evaluation methods)
8. Are offered in appropriate facilities using current technology and equipment.

*Our concern with this measure of quality continues to be that, in districts that lack sufficient funding capacity to provide “appropriate facilities” and to use “current technology and equipment” we provide, effectively, a denial, for some Illinois students, of access to CTE education. While we recognize the Perkins funding is insufficient to overcome the lack of local and state resources that is implied by this measure of quality, we are unable to support the plan as a whole without some suggestion, within the plan, to help districts who lack the local and state funding base to provide for “appropriate facilities” and “current technology and equipment.” Absent an approach that allows for the inclusion of those school districts and community college districts, this plan simply institutionalizes the inequities in educational opportunity that exist for our students now. This is clearly not the intent of the framers, and we call on them to work with stakeholders to develop a solution to this need. It is a solution that is necessary not only for our students, but for whichever part of our economy that will provide employment in all parts for the state for them.*

9. Secondary: Align with or supports the graduation plan/pathway plan for each student that identifies recommended academic and technical courses, which connect to postsecondary education.
10. Postsecondary: Include other entry and exit points to provide access and smooth transitions through programming (e.g. adult learners, veterans, etc.)

## **WHAT ISN'T IN THE PLAN**

### **Career and Technical Education in the Age of Artificial Intelligence Preparing the Workforce for the Future**

#### **History**

Policymakers signed the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) into law on July 31, 2018. Funding from the program is used to ensure the nation's economy has access to a robust workforce by investing in the creation of high-quality career and technical education programs for students. For the past thirty-five years, since the introduction of the original Carl D. Perkins Act, Congress has invested in America by providing funding to help educate and train the nation's future workforce.

Unfortunately, the vast array of career and technical education programs have failed to keep pace with rapid advancements in the technology sector. As the world enters the Fourth Industrial Revolution, futuristic forms of technology like artificial intelligence promise to transform how we live and interact with one another in ways never thought possible. It is important to note; the technology has the potential to make incredible contributions to society in every field from education through medicine. However, it also threatens to devastate the global workforce.

The challenge of preparing today's students for tomorrow's problems is complex. For centuries man utilized the power of machines to improve production capability. Over time, the machinery grew in sophistication. The evolution of those tools led to the creation of devices that potentially no longer need man to design and build them. The result is a dramatic change in how the world perceives the need for manual labor and the ongoing finances that are required to sustain a human workforce. In today's world there is a growing push in the business industry to replace humans with machines. The impact of those decisions is already being felt. Oxford economist Carl Frey and Machine Learning expert Michael Osborne predict that forty-seven percent of jobs will be automated within the next two decades. Entry level skill jobs in the retail industry are quickly disappearing. A multitude of companies have already replaced cashiers with automated checkout counters. The use of chat bots instead of human phone support in the customer service industry continues to increase. Amazon recently announced the company will retrain over 100,000 of its employees due to the fact their current skills are no longer considered employable. White collar jobs, once thought immune to such concerns, are at risk as well. Wells Fargo & Company released a report on October 1, 2019, stating that over 200,000 banking industry jobs could be eliminated in the United States by 2030. Automation is quickly finding a foothold in other industries like law and finance as well. Moving forward, it is critical that students have access to cutting edge career and technical education training to ensure they have the necessary skills to compete for jobs in the coming years. Business leaders are quick to share that the new technology will create new jobs. However, the skills that are required for those "high tech" jobs differ greatly from those needed by common laborers in the past. The training offered in career and technical education programs must adapt quickly if there is any hope for our students to maintain a competitive edge over other nations that are posturing themselves to take advantage of the shift in labor needs.

In addition, to the threat of job reduction, students in the future will be challenged to solve an array of moral and ethical concerns that did not exist in the past. New technology will challenge the status quo and mandate that future employees consider the impact their decisions will have on the rest of humanity. They will have to decide dilemmas like whether artificial intelligence systems can be granted patents. Is it ethical for a company to build an autonomous school bus and who is responsible if an accident occurs? Should the medical industry consider connecting the human mind to the cloud? As adults, students will be asked to consider an infinite list of questions like these in the future.

Artificial intelligence is ubiquitous and knows no boundaries. For this reason, students will need to have the ability to work with diverse populations to create policies and protocols that guide the development and use of the technology in a world without borders. In February, the White House issued an executive order to restate the United State's commitment to maintaining its position as a global leader in technology. This will only happen if all stakeholders are willing to come to the table to create an education system that provides teachers and administrators with the resources they need to construct a world class learning environment that provides students with the skills they need to compete in the new global marketplace.

## **The Opportunity**

Prudence suggests society take a proactive approach to develop career and technical education programs that empower students with the skills they need to understand the technology and discover creative ways to use it without dehumanizing the world's workforce. The role of the classroom teacher must change dramatically to meet those needs. Teachers need the support of the greater society to ensure they have the necessary resources to help educate our children.

Swizz-Brazilian Businessman, Jorge Paulo Lemann stated, "The future of industry and business depends on increasingly talented individuals who can understand and create opportunities amidst the complexity created by a deeply interdependent and rapidly changing world." It is imperative that students are exposed to training that helps develop those critical skills that will enable them to compete and thrive in the global marketplace in the coming years. Public education is the conduit through which that training must be offered. The role of the classroom teacher is more important than ever before.

## **Next Steps**

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) provides leadership with the ability to rethink what career and technical education looks like. Illinois should seek to become the global leader in the preparation of students for the workplace of the future.

Funds from Perkins V should continue to support existing career and technical education programs while working in parallel to develop the framework for a plan that addresses the issue artificial intelligence, and other forms of futuristic technology, will have on education, the labor market, and society in general. Steps should be taken to do the following:

1. Develop a committee of key stakeholders to:
  - a. Ensure there is general understanding amongst its members of what artificial intelligence is; how the technology is/will be used; the potential impact it will have on the labor force and greater society in order to create a climate where leaders work together to advance a common plan that benefits future generations.

- b. Identify the benefits and risks of artificial intelligence and other futuristic forms of technology at school and in the workplace.
  - c. Create the framework for a plan that can be integrated into schools and communities which ensures students have access to high quality instruction and opportunities that prepares them for rapid changes in the workforce due to new advancements in technology.
2. Create an awareness campaign that can be shared with an array of different audiences which explains the technologies and how they can be used to advance society, so parents and community members understand the requisite skills students that are needed to be marketable in the future.
3. Ensure teachers and administrators have access to high quality professional learning activities that prepare them to create innovative instructional environments that prepare students with the skills they need to compete in the global marketplace.
4. Foster partnerships with industry leaders to develop a better understanding of where industry hopes to go, what educators need to do in order to prepare students for those changes, and recommend policy that ensures those goals are met.
5. Ensure the technology is used to create equitable learning opportunities for all students.

Provide all students with the appropriate core competency, social emotional learning/mental health and career/technical training that addresses the needs of the whole child and prepares them to take their rightful place on the global stage.

### **In conclusion**

We agree with and support most of what is in the Perkins V draft plan. We have made suggestions to strengthen the plan in three distinct areas, teacher licensure, equitable delivery of CTE services, and more thoughtful consideration of what jobs our students will have in the future and what knowledge and skills they will need to be successful in those jobs. We encourage those charged with the development of the plan to consider these suggestions and thank you for the opportunity to comment.



## **HARDIN STACI**

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**From:** Aimee Galvin <agalvin@stand.org>  
**Sent:** Thursday, November 7, 2019 3:58 PM  
**To:** Perkins  
**Cc:** Jessica Handy  
**Subject:** Perkins V Comments  
**Attachments:** Stand for Children Perkins V Comments.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Attached are Stand for Children Illinois' comments on the first draft of the Perkins V plan. Thank you for this opportunity to comment and please let us know if you have any questions.

**Aimee Galvin** | Policy & Government Affairs Manager | **Stand for Children Illinois** | M 815-341-3471 | [agalvin@stand.org](mailto:agalvin@stand.org)

To: Dr. Carmen Ayala, State Superintendent  
Mr. Darren Reisberg, Chairman  
Members of the IL State Board of Education

From: Mimi Rodman, Executive Director  
Jessica Handy, Government Affairs Director  
Aimee Galvin, Policy and Government Affairs Manager

Date: November 7, 2019

Re: Draft Perkins V State Plan Comments

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Thank you for this opportunity to submit comments on the draft Perkins V State Plan and participate in the robust discussions in the Perkins V and Postsecondary Equity Targets Working Groups.

The proposed Perkins V Plan makes significant improvements over Illinois' current state CTE plan by building on existing statewide CTE initiatives to improve access to work-based learning, encourage participation in high-demand career areas, enhance equity, and align definitions and programs that have operated in silos for too long. While this is a big step forward, we see opportunities to strengthen the final plan by leveraging funds to improve equity and improving access to quality programming, which we discuss below.

### ***Leverage Funds to Improve Equity***

**Establish a reserve fund to incentivize programs to improve equity and to align with the Postsecondary and Workforce Readiness Act.** Currently, Illinois is one of only fifteen states that does not use a reserve and unfortunately, the draft plan is still silent on this important opportunity. Statutorily, states may reserve up to 15% of federal Perkins dollars to distribute in alternative ways. A reserve fund could support programs that are tackling equity challenges, being redesigned to align programs of study, and developing pathways to industry-recognized credentials. Between the state's increased investment in CTE, Perkins V and WIOA planning, and the governor's economic plan that prioritizes stronger workforce investments, this is a unique moment for districts to improve, invest, and innovate. The Perkins plan should encourage and support these initiatives.

**Use leadership funds to support counselors or college and career readiness coordinators.** Perkins V provides an extensive list of permissible uses for the 10% set aside for leadership funds. As currently drafted, the plan seems to embrace all of these strategies. While all these activities are laudable, we fear this approach may lead to shallow support for many activities rather than deeper, more meaningful support for a few. In addition to the statewide creation of four programs of study models, perhaps the most equitable and needed area of support would be assisting districts develop and improve their career guidance and academic counseling. Counselors and college and career coordinators provide crucial support for students as they explore career paths and plan supportive coursework. Underserved students rely on these navigators to connect them to dual credit and work-based learning opportunities while also monitoring their progress towards their chosen postsecondary goals. These positions are

particularly important as districts continue to implement the PaCE Framework. Yet, many lesser funded districts struggle to hire adequate counselors, and a dedicated college and career coordinator can be even further out of reach; therefore, it is up to the state to provide significant resources to districts to demonstrate the importance of these positions through intensive professional development, sharing of resources and technology platforms that aid advising work, and provide up-to-date student data through accessible platforms.

**Engage the Professional Review Panel (PRP) to consider a new distribution formula that aligns with the principles of the Evidence-Base Funding Formula (EBF).** As long-time proponents of EBF, we appreciate the draft plan's exploration of using EBF cost factors in the Perkins distribution formula. The existing formula allocates 70% of local funds proportional to the district's low-income student population, which is a strong lever for equity; however, a new formula accounting for the principles of the EBF may prove to be a more equitable distribution of Perkins dollars. We encourage ISBE to work with the PRP to explore this alternative formula and model calculations in order to select the distribution formula that best drives equity.

### ***Ensure Equitable Access and Quality Programming Statewide***

**Align federal Perkins V requirements with existing state CTE structures and initiatives, particularly career pathways and statutorily adopted definitions of work-based learning activities, and rigorous standards.** We applaud ISBE for the inclusion of this aligned and rigorous quality criterion. Most importantly, this criterion will define several critical terms including equity gaps, student supports and interventions, and priority occupations. These shared definitions and structures facilitate high-quality programming aligned with state college and career readiness goals, including strong community partnerships, a continuum of work-based learning, multiple entry and exit points, and early college credit, including stackable credentials.

**Require high school districts to publish available programs of study on the Report Card to improve equitable access.** The plan mentions ISBE's newly-designed CTE webpage as a resource for students to learn about programs of study; however, because that site is not organized by district, students could end up exploring programs unavailable to them. Some, but not all, districts display their CTE courses under the "School Highlights" section, leaving some students and families able to see and choose among CTE programming options while others may not know these programs even exist. A list of available programs of study should not provide additional data collection burdens as districts and EFE's will be reporting on new and existing programs of study every two years in the Comprehensive Local Needs Assessment.

**Require Performance Improvement Plans (PIP) for districts if special populations are not meeting performance targets, regardless of whether the local recipient is meeting those targets overall.** This concept was inspired by the state's ESSA plan, which matches districts with state supports if subgroups are performing in the bottom 5% for the state and does not allow districts with underperforming subgroups to earn the state's highest accountability designation. As written, the draft plan only requires PIP's from recipients if their performance is not above the yet-defined state-adjusted performance targets. This could exempt some districts with

underperforming special populations from being held accountable for the success of all students. By creating PIP's for underperforming special populations, the state will emphasize the importance of success for all students and help move us towards accomplishing the state's 60x25 postsecondary goals.

Under your leadership, we have confidence that you will leverage the Perkins Plan's full potential to enhance equity and drive innovation through strategic use of the state's leadership and reserve funds, and establish strong accountability mechanisms to enforce equitable access. If you have any questions or would like to further discuss any of these recommendations, please do not hesitate to contact me ([mrodman@stand.org](mailto:mrodman@stand.org) or 312-626-2604) or our Policy and Government Affairs Manager, Aimee Galvin ([agalvin@stand.org](mailto:agalvin@stand.org) or 815-341-3471). Thank you again for this open and collaborative process.

## HARDIN STACI

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**From:** Natasha Allan <natasha.allan@illinois.gov>  
**Sent:** Friday, November 22, 2019 10:49 AM  
**To:** Perkins  
**Cc:** THIEMAN ERICA; MEHAFFY WHITNEY  
**Subject:** Emailing: State Plan Feedback Comments 11.7.19  
**Attachments:** State Plan Feedback Comments 11.7.19.xlsx

Good morning!

I've attached the State Plan feedback that we received in our CTE inbox. A couple of other housekeeping items:

- I spoke with Whitney T. about dividing the Plan up by ISBE-specific, ICCB-specific, summary of both and she agrees that is a good strategy.
- I also told Whitney T. about our plan to provide feedback to the P-20 Council. While she agrees that this is important, she doesn't necessarily think it is a priority, and can probably be done sometime closer to the 2nd public comment period. I'm fine with that, as we all have plenty of other things to do with the State Plan. Thoughts?

Have a great weekend!  
Tasha

Natasha A. Allan  
Director for Career and Technical Education MOA Coordinator

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# State Plan Feedback

7-Nov-19

## Postsecondary and Industry-Recognized Credential Attainment

|   | Name                                                                                                                                                                                                                                                                                                                                                                                                         | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Cassie Blickem<br/>                     Director<br/>                     Valley Education for Employment System (VALEES)<br/>                     Rt. 47 at Waubonsee Dr.<br/>                     Sugar Grove, IL 60554<br/>                     (630) 466-2905<br/>                     (630) 466-9621 fax<br/>                     cblickem@waubonsee.edu<br/>                     www.valees.org</p> | <p>Clarification: The terms postsecondary and industry-recognized credential should be defined for Perkins stakeholders. The terms are not interchangeable. A postsecondary credential is issued by a postsecondary institution. A postsecondary credential is not necessarily recognized by industry.</p> <p>On page 4 of Appendix R Comprehensive Local Needs Assessment, the Program Data Review asks the question "Certification/Credential Opportunities - Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials." This language should be clarified to say postsecondary or industry-recognized credential.</p> <p>Recently, I attended a Joint Advisory Committee for manufacturing with our community college partners. No employers present at the meeting recognized the NIMS credential in their recruiting or hiring process. How can local entities indicate that employers in their local area are not recognizing credentials. VALEES advises districts, schools, and programs to support credential attainment if it is either recognized by local employers or crosswalks to proficiency credit at the community college. The CLNA and draft Perkins V plan do not make this distinction clear. Is it the ISBE's intent for programs to seek credentials that local employers do not value in order to meet Perkins V or state CCRI performance targets?</p> |

|  |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Tom Frazier, Director/Principal<br/>         Bloomington Area Career Center<br/>         McLean DeWitt Education for<br/>         Employment, #350<br/>         1202 East Locust<br/>         Bloomington, IL 61701<br/>         309-829-8671</p> | <p>a. On page 4 of Appendix R Comprehensive Local Needs Assessment, the Program Data Review asks the question “Certification/Credential Opportunities - Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials.” This language should be clarified to say postsecondary or industry-recognized credential. b. Realize that some business partners are not recognizing or prioritizing credentials. They prioritize skills learned, and “soft skills.” In addition, certifications and credentials vary greatly, depending upon the program/subject area. MDRVS schools strive to offer industry credentials, dual credit, and quality learning opportunities, but flexibility is needed based on local needs and industry needs, as well as the availability of certifications/credentials.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  | <p>Angie Koontz School Counselor<br/>         Somonauk High School</p>                                                                                                                                                                               | <p>Clarification: The terms postsecondary and industry-recognized credential should be defined for Perkins stakeholders. The terms are not interchangeable. A postsecondary credential is issued by a postsecondary institution. A postsecondary credential is not necessarily recognized by industry. On page 4 of Appendix R Comprehensive Local Needs Assessment, the Program Data Review asks the question “Certification/Credential Opportunities - Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials.” This language should be clarified to say postsecondary or industry-recognized credential. Recently, I attended a Joint Advisory Committee for manufacturing with our community collegepartners. No employers present at the meeting recognized the NIMS credential in their recruiting or hiring process. How can local entities indicate that employers in their local area are not recognizing credentials. VALEES advises districts, schools, and programs to support credential attainment if it is either recognized by local employers or crosswalks to proficiency credit at the community college. The CLNA and draft Perkins V plan do not make this distinction clear. Is it the ISBE’s intent for programs to seek credentials that local employers do not value in order to meet Perkins V or state CCRI performance targets?</p> |
|  | <p>Curt Nettles<br/>         Supt. Clinton CUSD 15<br/>         1210 State Rt. 54 West<br/>         Clinton, IL 61727<br/>         217-935-8321</p>                                                                                                  | <p>Please clarify the language to state that it can be postsecondary or industry-recognized credential. Please recognize that skills learned is just as important if not more important in some cases than the credentialing. We need to be flexible in regard to what business partners are looking at. This will provide greater flexibility depending upon one’s region and locale.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Laura Edwards<br/>Assistant Director<br/>Indian Valley Vocational Center<br/>815-786-9873<br/>ledwards@ivvc.net</p>                                                                                                                                                          |
|  | <p>Joe Barbic<br/>Director at Indian Valley<br/>Vocational Center<br/>A 600 Lions Rd. Sandwich, IL<br/>P (815)786-9873<br/>E jbarbic@ivvc.net<br/>W IVVC.net</p>                                                                                                                |
|  | <p>Amy Alsop   Union Professional<br/>Issues Director South<br/>T: 618/624-4373<br/>- F: 618/624-4443<br/>E: aalsop@ift-aft.org</p> <p>Illinois Federation of Teachers<br/>4 Executive Drive<br/>Fairview Heights, IL 62208<br/>www.ift-aft.org<br/>www.facebook.com/iftaft</p> |

Clarification: The terms postsecondary and industry-recognized credential should be defined for Perkins stakeholders. The terms are not interchangeable. A postsecondary credential is issued by a postsecondary institution. A postsecondary credential is not necessarily recognized by industry.

On page 4 of Appendix R Comprehensive Local Needs Assessment, the Program Data Review asks the question “Certification/Credential Opportunities - Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials.” This language should be clarified to say postsecondary or industry-recognized credential.

a. Clarification: The terms postsecondary and industry-recognized credential should be defined for Perkins stakeholders. The terms are not interchangeable. A postsecondary credential is issued by a postsecondary institution. A postsecondary credential is not necessarily recognized by industry.

b. Recently, I attended a Joint Advisory Committee for manufacturing with our community college partners. No employers present at the meeting recognized the NIMS credential in their recruiting or hiring process. Is it the ISBE’s intent for programs to seek credentials that local employers do not value in order to meet Perkins V or state CCRI performance targets? Business partner recognize skills learned and “soft skills”.

Accountability indicators and targets – Currently, the plan indicators focus solely on outputs, including academic attainment, technical knowledge and skill attainment, attainment of postsecondary credentials, dual credit, and employment. Rather than focus solely on attainment of outputs, the plan should include indicators that address program inputs, including equitable and sustainable funding and other supports to CTE teachers and students.

Comprehensive Local Needs Assessment – This new federal requirement has the potential to create burdensome roadblocks to school districts and community colleges as they apply for Perkins V funding. Illinois should make every effort to design processes and expectations which support, rather than hinder, access to Perkins V funds. The state’s existing needs assessment documents demonstrate the opposite, being onerous, time intensive, and logistically challenging. Illinois’s requirements for the needs assessment should facilitate cross-system alignment, with consideration for the differences between secondary and post-secondary schools. Considering that the needs assessment must be completed prior to local application and then every two years thereafter, it is critical that Illinois revise and streamline expectations on local entities.



## HARDIN STACI

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**From:** THIEMAN ERICA  
**Sent:** Monday, November 25, 2019 10:54 AM  
**To:** VALENTINE KRISTINA  
**Subject:** FW: supt correspond log  
**Attachments:** NSERVE Ltr 10.29.19.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Christina,

Please add this to the emails.

ET

Erica B. Thieman, Ph.D. (*pronouns she/her*)  
Principal Consultant in Agricultural Education  
College and Career Readiness Division  
Illinois State Board of Education  
100 North First Street, C-215  
Springfield, IL 62777  
217/785-4293 – phone  
217/782-0710 – fax

**From:** THIEMAN ERICA  
**Sent:** Wednesday, November 13, 2019 4:16 PM  
**To:** MEHAFFY WHITNEY <wmehaffy@isbe.net>  
**Subject:** FW: supt correspond log

Erica B. Thieman, Ph.D. (*pronouns she/her*)  
Principal Consultant in Agricultural Education  
College and Career Readiness Division  
Illinois State Board of Education  
100 North First Street, C-215  
Springfield, IL 62777  
217/785-4293 – phone  
217/782-0710 – fax

**From:** KIRMES JENNIFER  
**Sent:** Wednesday, November 13, 2019 3:47 PM  
**To:** THIEMAN ERICA <[ETHIEMAN@isbe.net](mailto:ETHIEMAN@isbe.net)>  
**Subject:** FW: supt correspond log

**From:** WERTS CONNIE

**Sent:** Wednesday, November 13, 2019 11:41 AM

**To:** HARDIN STACI <[SHARDIN@isbe.net](mailto:SHARDIN@isbe.net)>; JOHNSON MARCI <[marjohns@isbe.net](mailto:marjohns@isbe.net)>; TREVINO ALEXANDRA <[ATREVINO@isbe.net](mailto:ATREVINO@isbe.net)>; MATIAS ERNESTO <[EMATIAS@isbe.net](mailto:EMATIAS@isbe.net)>

**Cc:** KIRMES JENNIFER <[JKIRMES@isbe.net](mailto:JKIRMES@isbe.net)>; FERNANDEZ GABRIELLA <[GFERNAND@isbe.net](mailto:GFERNAND@isbe.net)>; FONVILLE HENRI A <[HFONVILL@isbe.net](mailto:HFONVILL@isbe.net)>; CLARKE KIMBERLY <[kclarke@isbe.net](mailto:kclarke@isbe.net)>

**Subject:** supt correspond log

Please see the attached NSERVE letter regarding Perkins V. The original is sent to Marci in interoffice mail for processing/responding, etc. The response is due by November 27, 2019. Thank you

*Connie Werts*

Illinois State Board of Education

100 North First Street (S 405)

Springfield IL 62777

[cwerts@isbe.net](mailto:cwerts@isbe.net)

\*\*\*\*\*  
Disclaimer: This email and any files transmitted with it are confidential and contain privileged information. You must not present this message to another party without gaining permission from the sender. If you are not the intended recipient you must not copy, distribute or use this email or the information contained in it for any purpose. If you have received this message in error, please notify the sender immediately and delete this email from your system.  
\*\*\*\*\*

ILLINOIS STATE BOARD OF EDUCATION  
SUPERINTENDENT: Dr. Carmen I. Ayala

## ROUTING SLIP

DUE DATE:

- Needs Superintendent's Signature
- Please Draft a reply for Superintendent Signature - Send copy of signed response to Connie Werts S-405
- Please Draft a reply for your Executive Staff Member - Send copy of signed response to Connie Werts S-405
- Please Draft a reply for Senior Staff Signature - Send copy of signed response to Connie Werts S-405
- Information Only - Please inform Connie Werts if there is a Response Needed.
- This pertains to your Division/Center please handle - Please inform Connie Werts of any action you take.
- Urgent - Needs immediate attention.

|                                       |       |         |       |
|---------------------------------------|-------|---------|-------|
| Division Supervisor Signature         | _____ | Date    | _____ |
| Communications Editor Signature       | _____ | Date    | _____ |
| Director Signature                    | _____ | Date    | _____ |
| Exec. Director/Deputy Supt. Signature | _____ | Date    | _____ |
| Executive Staff Signature             | _____ | Date    | _____ |
| Contact                               | _____ | Phone # | _____ |

|                         |                                 |             |   |
|-------------------------|---------------------------------|-------------|---|
| LOG DATE                | 11/13/19                        | LOG NUMBER: | 2 |
| EXECUTIVE STAFF MEMBER: |                                 | DATE:       |   |
| DIRECTOR:               | M. Johnson                      | DATE:       |   |
| CC:                     | E. Matias / J. Kenna / Jason N. |             |   |

\*If response will take longer than due date please inform Connie Werts of the situation.

# NSERVE Connecting Academics to the World of Work

October 29, 2019

Dr. Carmen Ayala, State Superintendent  
Illinois State Board of Education  
100 North 1st Street  
Springfield, IL 62777

**RECEIVED**  
NOV 13 2019 #2  
State Superintendent's  
Office

Dear Dr. Ayala:

The Perkins V transition plan and the draft four-year plan state that ISBE is considering asking for a waiver from the federal Perkins funding formula in order to align Illinois' Perkins formula to the State's Evidence-Based Funding (EBF) formula. At the recent Perkins road show presentations, it was noted that ISBE is also planning to consider that same waiver for the state's "maintenance of effort" Career and Technical Education Improvement (CTEI) grant, rather than the current formula which is based solely on Career and Technical Education (CTE) enrollment in our schools' CTE course sequences. The federal Perkins formula is based 70% on poverty levels, and therefore it already takes into account the same concerns EBF seeks to address in Illinois.

Our NSERVE region (EFE 020) has almost 24,000 secondary students and almost half of them take at least one CTE course. A reduction in our grant funds would result in a downgrade in our CTE programming, compromising our ability to provide industry-standard equipment, and supplies and training for our CTE staff. Maintaining such programs without sufficient funding would lead to fewer CTE offerings and a reduction in programming without a tax increase. Such an increase is untenable, especially with continued bi-partisan support for a state-wide property tax freeze. A cut in funding will lead to fewer Illinois students being exposed to and potentially finding career pathways to well-paying jobs. Such a change in funding would seriously compromise our ability to meet the expectations of the Postsecondary Workforce Readiness Act. While we are in complete agreement with the equity focus of EBF, the potential of an EBF waiver without a hold harmless provision could mean a substantial loss of CTE grant funding for our districts. Since Perkins has a set amount of funding, it would be difficult to make this equitable for all schools.

It is also a concern to us that the secondary/postsecondary percentage split of Perkins funding is not yet determined and is not stated in the draft four-year plan. Secondary CTE enrollment has been steadily increasing over the past five years and is now at 46% state-wide. Approximately 70% of CTE enrollment is secondary; postsecondary CTE enrollment is at 30%. Perkins V legislation now allows secondary funds to be used down to grade 5. While this provides opportunities for us to interface with our sender schools, it will also affect the funding for our high schools. We ask that the final Perkins state plan keep at least the traditional 60/40% split in Perkins funding, with 60% or more targeted to secondary education, as we have limited means to address increases in operational costs other than raising taxes, unlike postsecondary institutions that have multiple funding streams, more specifically, the ability to charge or raise tuition.

We would appreciate your response to our concerns.

Sincerely,

The NSERVE Board of Control  
North Suburban Cook County Assistant Superintendents for Curriculum & Instruction



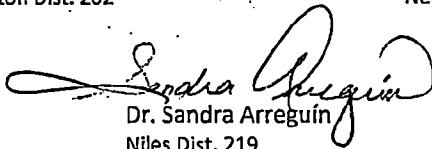
Dr. Peter Bavis  
Evanston Dist. 202




Mr. Peter Tragos  
New Trier Dist. 203



Mr. Shawn Messmer  
Maine Dist. 207



Dr. Sandra Arreguin  
Niles Dist. 219



Dr. Rosanne Williamson  
Northfield Dist. 225

cc: Dr. Ernesto Matias  
Marc Johnson  
1131 South Dee Road, Park Ridge, IL 60068 | 847.692.8024 | Fax 847.696.3254 | www.nserve.info

Evanston Township District 202, New Trier Township District 203, Maine Township District 207,  
Niles Township District 219, Northfield Township District 225, Oakton Community College

## HARDIN STACI

---

**From:** sandypastore@att.net  
**Sent:** Tuesday, December 3, 2019 10:03 AM  
**To:** Perkins  
**Subject:** Additions to Perkins State Plan- Gerontology  
**Attachments:** Gerontology Workforce Development Consortium.docx

Hello,

There is a need to supplement education in gerontology to create a labor force to better serve the aging population and aging consumer base. Over the last two years a small collaboration of professionals working in gerontology and ISBE have been looking into how to infuse gerontology into current tracks of education and develop a pathway for a geriatric specialist that can be translated to multiple career paths working with the aging population. Attached is more information on the need for this. Currently we are developing a comprehensive list of careers with industry credentials and the corresponding educational pathways. Also, ISBE also noted that they have a new staff person that is versed in developing these type of programs, and they have found a partially developed Adult Development and Aging curriculum that was started in 2007 which ISBE will share with us. A little more history from Jane Angelis, "Regarding ISBE in 2007. I think Chris Koch was the superintendent and we did a lot of projects with him, more toward intergenerational than Aging Education. Many schools were involved in our "Aging is an Asset for P-20," including superintendents, principals and members of the education committee from the General Assembly. Over the years, ISBE did several studies for us along with IASB and IASA. We found pockets of schools that were interested in learning more about aging, but so often it was combined with the intergenerational efforts, or came from senior centers or AAA, or through the Learn and Serve program, which was funded by CNCS. Unfortunately many of these programs are gone with the financial challenges throughout education."

In reading through the draft,

- page 10- partnerships, it would be a great opportunity for IL Department of Aging to also be a partner
- page 16- there is an opportunity for the students participating in vocational rehabilitation to include opportunities to become direct service workers
- page 19/20- there are Gerontology focused jobs within the career clusters

Below is from IL Department on Aging's last state plan, demonstrating the need for a workforce who understand and/or specialize in aging/gerontology. The IDOA, OASAC Workforce Committee also has conducted a couple of studies to determine labor force trends and needs within the scope of services provided through IDOA's programs- Homecare Aides and Care Coordinators.

# THE AGE 60+ POPULATION BY COUNTY

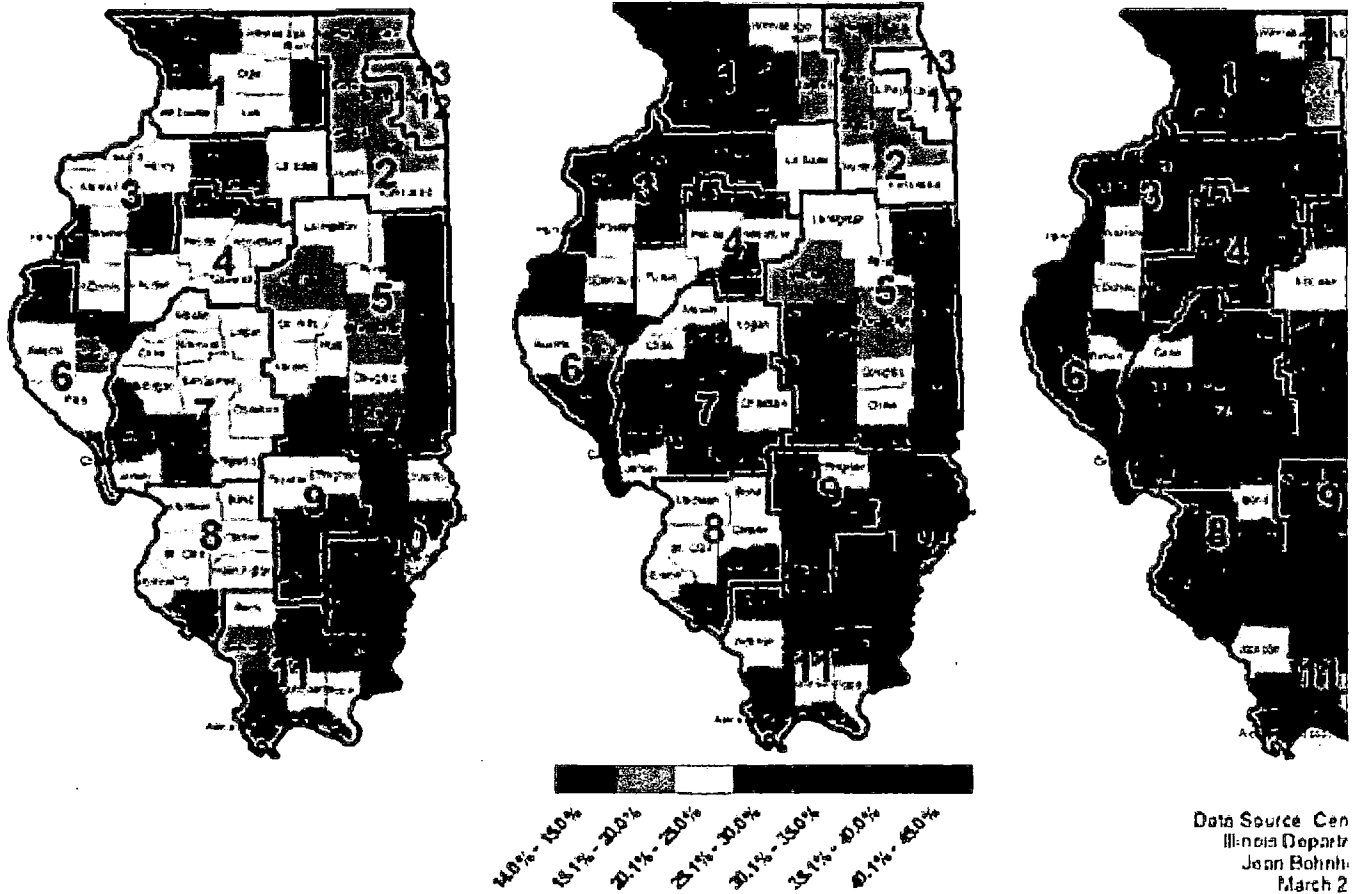
The age 60+ population as a percentage of the overall population by county. The Illinois map for 2030 shows that counties in Illinois will have a higher percentage of older adults from 2015 to 2030.

## Illinois Population 60+ By County

2015

2020

2030



At this time, there seems to be an opportunity for great synergy and partnership between IDOA and ISBE to help satisfy the workforce needs of the state, especially since both are in the midst of state planning. As the state continues to age, there is great need to learn about aging to help workers better work with, create and innovate for the aging population and consumer base but also to help reduce ageism and the implicit bias it causes.

Please let me know if you need more information. I can be reached at 708-646-9234.

Sandy Pastore, MSW

President, Mindful Innovations Consulting, LLC  
[www.mindfulinnovationsconsulting.com](http://www.mindfulinnovationsconsulting.com)



# Gerontology Workforce Development

## High School Curriculum with Dual Credit Opportunities

Currently, in many high schools across the United States there are early childhood education programs which are the foundational platform for students to explore careers working with children, academic careers, social work careers and pediatric health careers. These early childhood education programs also many times have a public school supported preschool in which students transfer their academic learning into experiential learning, which is the type of learning that allows the theoretical learning to resonate. The successful early childhood education model could be used to develop a high school level gerontology curriculum in which the experiential learning could be conveyed through academia focused service placements with the community senior center. This type of education can then provide a foundational experience for a multitude of career paths that work with the growing aging population: social work, geriatric focused health care (geriatricians, geriatric psychologists and psychiatrists, nurses, certified nurse's assistants, researchers), education, recreational therapies, community planning, financial services, engineering, architecture, business, marketing, legislative and legal, as well as entrepreneurship opportunities.

### Suggested High School classes (based on classes for Early Childhood):

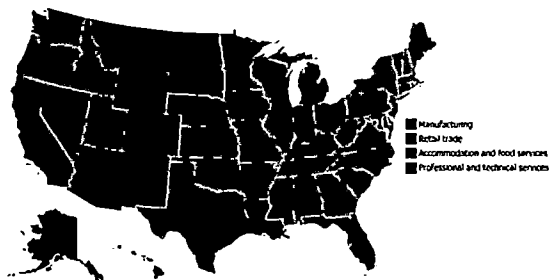
- History of Aging Services, Policy and Advocacy
- Communicating with Older Adults and Cultural Diversity
- Older Adult Development I (Dual Credit with Community College, internship)
- Older Adult Development II (Dual Credit with Community College, internship)

### Workforce Projections: (US Bureau of Labor Statistics)

In 1990, the manufacturing industry was the leading employer in most U.S. states, followed by retail trade. In 2003, retail trade was the leading employer in a majority of states. By 2015, health care and social assistance was the dominant industry in 33 states. This animated map shows the top industry in each state and the District of Columbia from 1990 to 2015.

Major industries with highest employment, by state | 1990

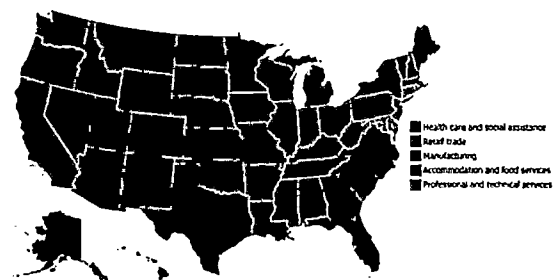
Play Pause << >>



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Major industries with highest employment, by state | 2015

Play Pause << >>



<https://www.bls.gov/opub/ted/2016/major-industries-with-highest-employment-by-state.htm>

Employment Projections: 2016-26 Summary <https://www.bls.gov/news.release/ecopro.nr0.htm>

"Health care industries and their associated occupations are expected to account for a large share of new jobs projected through 2026, as the aging population continues to drive demand for health care services. The labor force will continue to grow slowly and to become older and more diverse. The aging population is projected to result in a decline in the overall labor force participation rate over the 2016 to 2026 decade."



## Gerontology Workforce Development

**Data: Sample of IL counties, 2010-2016**

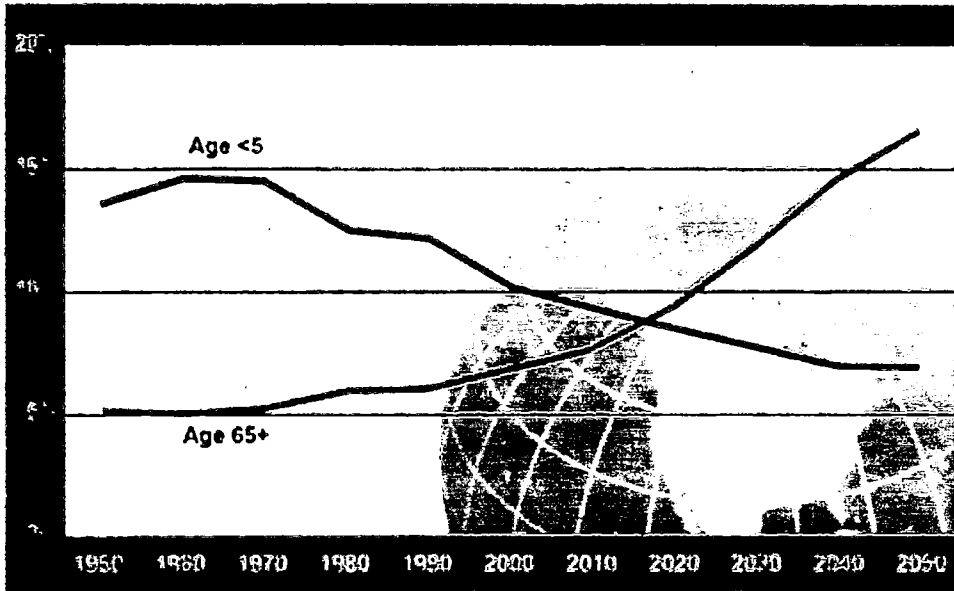
| Growth Rate      | 2010 Total Population | 2016 Total Population | difference | Total Population Growth Rate | 2010 Age 60+ Population | 2016 Age 60+ Population | difference | Age 60+ Population Growth Rate |
|------------------|-----------------------|-----------------------|------------|------------------------------|-------------------------|-------------------------|------------|--------------------------------|
| Nation           | 303,965,272           | 318,558,162           | 14,592,890 | 4.80%                        | 54,209,080              | 64,950,861              | 10,741,781 | 19.82%                         |
| Illinois 2015    | 12,745,359            | 12,873,761            | 128,402    | 1.01%                        | 2,176,050               | 2,473,410               | 297,360    | 13.67%                         |
| Illinois 2016    | 12,745,359            | 12,851,684            | 106,325    | 0.83%                        | 2,176,050               | 2,533,890               | 357,840    | 16.44%                         |
| Cook County 2015 | 5,172,848             | 5,236,393             | 63,545     | 1.23%                        | 848,172                 | 947,113                 | 98,941     | 11.67%                         |
| Cook County 2016 | 5,172,848             | 5,227,575             | 54,727     | 1.06%                        | 848,172                 | 968,203                 | 120,031    | 14.15%                         |
| Effingham County | 34,274                | 34,356                | 82         | 0.24%                        | 7,102                   | 7,939                   | 837        | 11.79%                         |
| Iroquois County  | 30,068                | 28,814                | -1,254     | -4.17%                       | 7,378                   | 8,002                   | 624        | 8.46%                          |
| Jackson County   | 59,864                | 59,188                | -676       | -1.13%                       | 9,386                   | 10,926                  | 1,540      | 16.41%                         |
| Kendall County   | 105,602               | 121,452               | 15,850     | 15.01%                       | 11,132                  | 15,517                  | 4,385      | 39.39%                         |
| Kane County      | 502,628               | 526,615               | 23,987     | 4.77%                        | 67,528                  | 87,114                  | 19,586     | 29.00%                         |
| Madison County   | 268,005               | 266,759               | -1,246     | -0.46%                       | 51,343                  | 58,331                  | 6,988      | 13.61%                         |
| Sangamon County  | 195,288               | 198,639               | 3,351      | 1.72%                        | 37,178                  | 43,949                  | 6,771      | 18.21%                         |
| Will County      | 667,977               | 685,378               | 17,401     | 2.61%                        | 86,304                  | 111,615                 | 25,311     | 29.33%                         |

| Percentage of population | Age 60+ percentage of population |        |        | School age percentage of population (age 5-19) |        |        |
|--------------------------|----------------------------------|--------|--------|------------------------------------------------|--------|--------|
|                          | 2010                             | 2016   | Change | 2010                                           | 2016   | Change |
| US                       | 17.83%                           | 20.39% | 2.56%  | 20.70%                                         | 19.60% | -1.10% |
| IL                       | 17.07%                           | 19.72% | 2.64%  | 21%                                            | 19.80% | -1.20% |
| Cook County              | 16.40%                           | 18.52% | 2.12%  | 20.10%                                         | 18.70% | -1.40% |
| Effingham County         | 20.72%                           | 23.11% | 2.39%  | 21.80%                                         | 19.80% | -2.00% |
| Iroquois County          | 24.54%                           | 27.77% | 3.23%  | 20.40%                                         | 19%    | -1.40% |
| Jackson County           | 15.68%                           | 18.46% | 2.78%  | 20.30%                                         | 18.10% | -2.20% |
| Kane County              | 10.54%                           | 12.78% | 2.23%  | 23.70%                                         | 23%    | -0.70% |
| Kendall County           | 13.43%                           | 16.54% | 3.11%  | 24.20%                                         | 24.60% | 0.40%  |
| Madison County           | 19.16%                           | 21.87% | 2.71%  | 19.90%                                         | 19.20% | -0.70% |
| Sangamon County          | 19.04%                           | 22.13% | 3.09%  | 19.90%                                         | 19.20% | -0.70% |
| Will County              | 12.92%                           | 16.29% | 3.36%  | 24.40%                                         | 23.30% | -1.10% |

## Gerontology Workforce Development

### Global Aging

**Figure 1.  
Young Children and Older People as a Percentage of Global  
Population: 1950-2050**



Source: United Nations. *World Population Prospects: The 2010 Revision*.  
Available at: <http://esa.un.org/unpd/wpp>.

### Labor Force Changes

**Table 3.3 Civilian labor force participation rate, by age, sex, race, and ethnicity, 1996, 2006, 2016, and projected 2026 (in percent)**

| Group                     | Participation rate |      |      |      | Percentage-point change |         |         | Annual growth rate |         |         |
|---------------------------|--------------------|------|------|------|-------------------------|---------|---------|--------------------|---------|---------|
|                           | 1996               | 2006 | 2016 | 2026 | 1996-06                 | 2006-16 | 2016-26 | 1996-06            | 2006-16 | 2016-26 |
| Total, 16 years and older | 66.8               | 66.2 | 62.8 | 61.0 | -0.6                    | -3.4    | -1.8    | -0.1               | -0.5    | -0.3    |
| 16 to 24                  | 65.5               | 60.6 | 55.2 | 52.5 | -4.9                    | -5.4    | -2.7    | -0.8               | -0.9    | -0.5    |
| 16 to 19                  | 52.3               | 43.7 | 35.2 | 31.7 | -8.6                    | -8.5    | -3.5    | -1.8               | -2.1    | -1.0    |
| 20 to 24                  | 76.8               | 74.6 | 70.5 | 68.8 | -2.2                    | -4.1    | -1.7    | -0.3               | -0.6    | -0.2    |
| 25 to 54                  | 83.8               | 82.9 | 81.3 | 81.6 | -0.9                    | -1.6    | 0.3     | -0.1               | -0.2    | 0.0     |
| 25 to 34                  | 84.1               | 83.0 | 81.6 | 81.8 | -1.1                    | -1.4    | 0.2     | -0.1               | -0.2    | 0.0     |
| 35 to 44                  | 84.8               | 83.8 | 82.4 | 82.3 | -1.0                    | -1.4    | -0.1    | -0.1               | -0.2    | 0.0     |
| 45 to 54                  | 82.1               | 81.9 | 80.0 | 80.7 | -0.2                    | -1.9    | 0.7     | 0.0                | -0.2    | 0.1     |
| 55 and older              | 30.3               | 38.0 | 40.0 | 38.9 | 7.7                     | 2.0     | -1.1    | 2.3                | 0.5     | -0.3    |
| 55 to 64                  | 57.9               | 63.7 | 64.1 | 66.6 | 5.8                     | 0.4     | 2.5     | 1.0                | 0.1     | 0.4     |
| 55 to 59                  | 68.5               | 72.0 | 71.5 | 73.9 | 3.5                     | -0.5    | 2.4     | 0.5                | -0.1    | 0.3     |
| 60 to 64                  | 45.8               | 52.5 | 55.8 | 59.6 | 6.7                     | 3.3     | 3.8     | 1.4                | 0.6     | 0.7     |
| 60 to 61                  | 56.2               | 60.6 | 63.2 | 66.6 | 4.4                     | 2.6     | 3.4     | 0.8                | 0.4     | 0.5     |
| 62 to 64                  | 38.4               | 46.7 | 50.4 | 55.0 | 8.3                     | 3.7     | 4.6     | 2                  | 0.8     | 0.9     |
| 65 and older              | 12.1               | 15.4 | 19.3 | 21.8 | 3.3                     | 3.9     | 2.5     | 2.4                | 2.3     | 1.2     |
| 65 to 74                  | 17.5               | 23.6 | 26.8 | 30.2 | 6.1                     | 3.2     | 3.4     | 3.0                | 1.3     | 1.2     |
| 65 to 69                  | 21.9               | 29.0 | 32.2 | 36.6 | 7.1                     | 3.2     | 4.4     | 2.8                | 1.1     | 1.3     |
| 70 to 74                  | 12.5               | 17.0 | 19.2 | 22.7 | 4.5                     | 2.2     | 3.5     | 3.1                | 1.2     | 1.7     |
| 75 and older              | 4.7                | 6.4  | 8.4  | 10.8 | 1.7                     | 2       | 2.4     | 3.1                | 2.8     | 2.5     |
| 75 to 79                  | 6.8                | 9.6  | 12.1 | 15.1 | 2.8                     | 2.5     | 3.0     | 3.5                | 2.3     | 2.2     |

## Gerontology Workforce Development

### Seniors live in their own homes, Aging in Community

| Where do Seniors Live? | % of all community housing units occupied by Age 60+ population | % Age 60+ Homeowner occupied homes | % of Age 60+ Homeowners paying more than 30% of income in housing expenses | % Age 60+ Renter occupied homes | % of Age 60+ Renters paying more than 30% of income in housing expenses |
|------------------------|-----------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------|
| Illinois               | 28.2%                                                           | 79.9%                              | 29.7%                                                                      | 20.1%                           | 53.8%                                                                   |
| Nation                 | 28.97%                                                          | 79.3%                              | 28.3%                                                                      | 20.7%                           | 52.1%                                                                   |
| Cook County            | 29.9%                                                           | 72.8%                              | 37.1%                                                                      | 27.2%                           | 58.5%                                                                   |
| Kendall County         | 22.2%                                                           | 85.4%                              | 32%                                                                        | 14.6%                           | 43.5%                                                                   |
| Kane County            | 29.2%                                                           | 84%                                | 32.9%                                                                      | 16%                             | 60.5%                                                                   |
| Sangamon County        | 33.67%                                                          | 80.7%                              | 17.9%                                                                      | 19.3%                           | 48.6%                                                                   |
| Madison County         | 33.58%                                                          | 81.5%                              | 20.3%                                                                      | 18.5%                           | 49.9%                                                                   |

US Census Bureau, American Community Survey, 2010 and 2015

#### Reframing Aging:

- Seniors can be in retirement for more than 40 years
- Age 85+ is the fastest growing segment of the population
- 96% of seniors live in the community, only 4% reside in a nursing home
- In Illinois seniors occupy 28.2% of the housing, of those 79.9% own their home and 20.1% rent
- Nursing homes have transitioned to rehab care for the majority of their services
- 70.6% of Illinois seniors age 60+ have no disability

#### Additional Resources:

- Bureau of Labor Statistics- Major Industries with the highest Age employment by state, 1990-2015  
<https://www.bls.gov/opub/ted/2016/major-industries-with-highest-employment-by-state.htm>
- Who's using healthcare?  
<https://www.cms.gov/research-statistics-data-and-systems/statistics-trends-and-reports/nationalhealthexpenddata/nhe-fact-sheet.html>

## Gerontology Workforce Development

### Potential Outcomes:

- A better prepared workforce that can interact and communicate with the aging population and create better opportunities, environments and innovations for adaptiveness and resilience.
- A youth population with a better outlook on aging, reshaping how they think they'll age, positively changing perceptions of age and ability through understanding how individuals are adaptive and resilient throughout life.
- A workforce who better understands cultural and ethnic diversity and how to build rapport and connect with individuals.
- An integrated community system that meets the needs of youth, the workforce, and the senior population.
- Additionally, by looking to the parallel needs of the senior population and the school population, perhaps there is potential for collaboration to meet the dual needs while reducing community costs.

### Additional Intergenerational Opportunities:

#### Using the time and talent of the aging population

- Provide avenues for schools and senior centers to partner for Intergenerational Programs
  - Weekly classroom readers, listeners, providers of living history, and STEAM enrichment opportunities
  - Mentoring programs
- Through collaboration this is a low-cost opportunity to infuse generational values and opportunities to reshape perceptions of aging while enriching the curriculum and the identity of the youth through retired seniors serving as a regular weekly classroom volunteers (costs are background checks and end of year certificates)
- Creating community approaches services the parallel needs of the senior and youth populations for fiscal conservatism, especially as senior population swells and the youth population retracts

#### Using the time and Talent of the Youth Population

- Provide opportunities for youth to volunteer at Senior Center or Adult Day Services, senior residential homes:
  - Teach classes (andragogy)
  - Program Support
  - Organizational Support
  - Summer Internships

#### Possible Outcomes:

- A youth population with a better outlook on aging, reshaping how they think they'll age, positively changing perceptions of age and ability through understanding how individuals are adaptive and resilient throughout life.
- A workforce who better understands cultural and ethnic diversity and how to build rapport and connect with individuals.

An integrated community system that meets the needs of youth, adult, and the senior population.

## **HARDIN STACI**

---

**From:** Kelly French <kfrench@ur.com>  
**Sent:** Wednesday, December 4, 2019 3:02 PM  
**To:** Perkins  
**Subject:** United Rentals - Perkins V - comments  
**Attachments:** Illinois State Plan for Strengthening Career and Technical Education.docx

Marci,

I have reviewed the Illinois state plan draft it is very comprehensive and well done. I have attached comments and endorse your plan as written.

Thank you for the opportunity to review and respond.

Our managers are very active on school campuses if you have advisory boards meetings locally and would like representation please don't hesitate to let me know. I'm confident we can have our local managers attend and provide input relative to our industry needs.

If you have any questions you are welcome to contact me.

All the best!

**Kelly French**  
**United Rentals Inc.**  
**Veterans - Talent Acquisition Program Specialist**  
**Cell 949-392-2710**



## **Illinois State Plan for Strengthening Career and Technical Education- Perkins V**

In review of the state plan we endorse the states plan to increase post-secondary and industry recognized credentialing.

Expanding early college credit opportunities to make degree attainment faster will hopefully make students seek out those opportunities.

We appreciate the state plans to focus on quality curriculum and instruction. This focus should enhance the learning and enable students to master competencies aligned with the local industry needs.

Enabling engagement with within the community will provide students with local opportunities of employment. Working with local companies and understanding our needs in Diesel Technology, HVAC, and Heavy Equipment Technology to align your trade and training programs would be a benefits to all parties.

The Illinois plan to include local businesses through the College advisory board is an excellent way for industry to stay connected educators and administrators to make sure the curriculums available at education institutions meet the local needs and agree with this methodology to stay connected in a meaningful way through employer partnerships.

I have reviewed and endorse the Illinois State Plan as drafted.

Kelly K. French  
Talent Acquisition Program Specialist  
United Rentals, INC.

## **HARDIN STACI**

---

**From:** Stacy Krabbe <stacy.krabbe@chsd117.org>  
**Sent:** Saturday, December 7, 2019 11:31 AM  
**To:** Perkins  
**Subject:** Perkins V Feedback

Good morning,

My name is Stacy Krabbe and I am a 5th year science teacher at Antioch Community High School. This year I was selected as Illinois' Early Career Educator through the Illinois State Teacher of the Year program. I have also been given the opportunity to participate in the Teach Plus Policy Fellowship.

One of my roles in Teach Plus is to work on moving forward with Educators Rising. The mission of Educators Rising is to "cultivate highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession." Educators Rising is a national curriculum that can be used in a pathway program for students considering a career in teaching that begins in secondary education and continues through post-secondary education.

I just finished listening to the Perkins V webinar about the Illinois State Plan. I would like to provide some feedback on the strategies for teacher recruitment discussed near the end of the webinar. One thing mentioned in the webinar was recruitment of teachers by implementing an educator pathway as a recruitment tool. The Educators Rising curriculum makes an ideal high school curriculum for a pathway program that will lead students into a teaching career. Designed correctly, these high school programs could work with local colleges and universities to continue their education while moving forward in a teaching career. Dual credit can also be achieved by students participating in the program.

Increasing efforts of recruitment for students of color is also a focus that Educators Rising would like to address. We feel that by allowing this program in secondary education gives more students of color the opportunity to pursue the career of education.

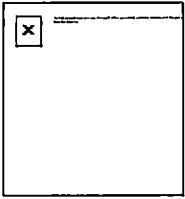
We at Teach Plus believe that if we receive the needed funding to provide every secondary school in the state of Illinois with the Educators Rising program, then recruitment for teacher candidates as an early career will increase. I would like to propose Perkins V for Educators Rising in order to move the program forward and assist with the Illinois teacher shortage in upcoming years.

Thank you for your consideration,

Stacy Krabbe

--

Stacy Krabbe  
Earth Science & Physics Teacher  
Antioch Community High School  
[stacy.krabbe@chsd117.org](mailto:stacy.krabbe@chsd117.org)



\*\*\*\*\*

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## VALENTINE KRISTINA

---

**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Friday, December 13, 2019 10:56 AM  
**To:** Perkins  
**Subject:** Perkins LNA feedback

Good morning,

Yesterday, I provided training and support to all VALEES member districts on the POS, PDR and LNA processes. Several administrators questioned the item from the PDR checklist that states:

*Appropriate Facilities, Equipment, Technology, and Materials Aligned to Industry Input*

Historically, facility improvements have been unallowable costs in both grants.

- 1.) With the inclusion of the "facilities" in this item, will grant recipients in the future be allowed to improve facilities in line with industry input on those improvements?
- 2.) If facility improvement costs continue to be unallowable, why is this item part of the PDR? As we were instructed, the PDR and LNA inform the grant application and the grant budget.

Several VALEES member districts would like to make important facility improvements to CTE lab spaces with grant dollars. Member districts would encourage ISBE to allow facility improvements in Perkins V.

Thank you,

**Cassie Blickem**  
Director  
Valley Education for Employment System (VALEES)  
Rt. 47 at Waubonsee Dr.  
Sugar Grove, IL 60554  
(630) 466-2905  
(630) 466-9621 fax  
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[www.valees.org](http://www.valees.org)

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**VALENTINE KRISTINA**

---

**From:** Nicole Larsen <10287@kaneland.org>  
**Sent:** Sunday, December 15, 2019 2:03 PM  
**To:** Perkins  
**Subject:** PDR checklist input: Appropriate Facilities, Equipment, Technology, and Materials Aligned to Industry Input

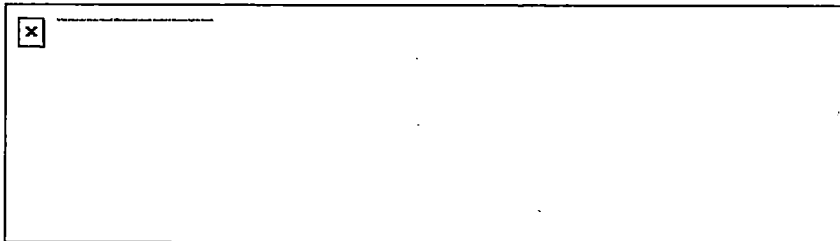
While at training and support for all VALEES member districts on the POS, PDR and LNA processes, several administrators questioned the item from the PDR checklist that states: ***Appropriate Facilities, Equipment, Technology, and Materials Aligned to Industry Input***

Historically, facility improvements have been unallowable costs in both grants.

1. With the inclusion of the "facilities" in this item, will grant recipients in the future be allowed to improve facilities in line with industry input on those improvements? Our pre-engineering program enrollment is increasing and to accommodate students, our facility needs to be revamped. Electrical, structural and environmental needs for evolving equipment like CNC's are outside of our district's ability to support. In other words, we can purchase equipment but cannot use it.
2. If facility improvement costs continue to be unallowable, why is this item part of the PDR? As we were instructed, the PDR and LNA inform the grant application and the grant budget.

Several VALEES member districts would like to make important facility improvements to CTE lab spaces with grant dollars. Member districts would encourage ISBE to allow facility improvements in Perkins V.

Thank you,  
Nikki Larsen



[Kaneland.org](http://Kaneland.org) • [FVCC Graphic Communications Web](#)

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## VALENTINE KRISTINA

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**From:** Seput, Jim <jseput@plano88.org>  
**Sent:** Monday, December 16, 2019 2:50 PM  
**To:** Perkins  
**Subject:** Facilities Improvements

Good Afternoon,

I'm writing this email as last week I met with Cassie Blickem regarding updates on POS, PDR, and LNA processes, the topic of Appropriate Facilities, Equipment, Technology, and Materials Aligned to Industry Input cam up during our training and a few Principals ask the question as to why we couldn't receive funding to make improvements to our facilities?

Our Family and Consumer Science classroom is very outdated (probably 25 years old) and is in need of an upgrade, we've used VALEES funding to purchase refrigerators and ovens, but haven't been able to update our cabinets, countertops, tables, and storage.

I feel, in order to maintain the best teaching environment as well as continue to attract our better students we need to be able to update the classroom. Students would be more inclined to take a cooking/baking class with a state of the art classroom as opposed to one that is more than 25 years old.

Thank you in advance for considering making this change.

Regards,

Jim

--  
James A. Seput  
Principal  
Plano High School  
704 W. Abe Street  
Plano, IL 60545  
(630)552-3178 x7505 Office  
(630)552-8824 Fax  
[jseput@plano88.org](mailto:jseput@plano88.org)

"What you do speaks so loudly that I cannot hear what you say" - Ralph Waldo Emerson



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**VALENTINE KRISTINA**

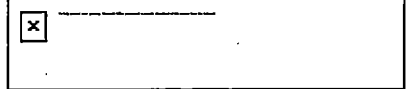
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**From:** DVR Programs of Study <director@dvr-efe.org>  
**Sent:** Thursday, December 19, 2019 9:45 AM  
**To:** Perkins  
**Subject:** recommendations

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

CIP 11.0801 Web Page should have an additional course in Group 2 regarding building APPs.

--  
Dr. Anne Cothran, Director  
DVR  
Des Plaines Valley Region Education for Employment System 030  
2000 N. 5th Ave, River Grove, Il 60171  
(708)779-4448 office (708)779-4627 fax (708) 890-3525 cell  
Member ACTE, IACTE, ICTA



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<http://www.dvr-efe.org> \* <http://www.dvr-efe.info>

Elmwood Park CU School District 401, Leyden Township High School District 212, Oak Park & River Forest High School District 200, Proviso Township High School District 209, Ridgewood High School District 234, Riverside Brookfield High School District 208, Triton College District 504

## OSBORNE DAVID

---

**From:** Carri Oslager <Carri.Oslager@kaneland.org>  
**Sent:** Sunday, January 26, 2020 8:07 PM  
**To:** Perkins  
**Subject:** PDR checklist input: Appropriate Facilities, Equipment, Technology, and Materials Aligned to Industry Input

Good evening-

While at training and support for all VALEES member districts on the POS, PDR and LNA processes, several administrators questioned the item from the PDR checklist that states: ***Appropriate Facilities, Equipment, Technology, and Materials Aligned to Industry Input***

Historically, facility improvements have been unallowable costs in both grants.

1. With the inclusion of the "facilities" in this item, will grant recipients in the future be allowed to improve facilities in line with industry input on those improvements? Our pre-engineering program enrollment is increasing and to accommodate students, our facility needs to be revamped. Electrical, structural and environmental needs for evolving equipment like CNC's are outside of our district's ability to support. In other words, we can purchase equipment but cannot use it.
2. If facility improvement costs continue to be unallowable, why is this item part of the PDR? As we were instructed, the PDR and LNA inform the grant application and the grant budget.

Several VALEES member districts would like to make important facility improvements to CTE lab spaces with grant dollars. Member districts would encourage ISBE to allow facility improvements in Perkins V.

Thank you.

*Carri Oslager*

Assistant Principal  
Kaneland High School

## OSBORNE DAVID

---

**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Friday, January 31, 2020 9:37 AM  
**To:** cte@iccb.state.il.us; Perkins  
**Cc:** jbarbic@ivvc.net; brian.gordon@jjc.edu  
**Subject:** Enhancing Data Accountability Systems

Feedback on Perkins Draft 2 - section Enhancing Data Accountability Systems (p. 29)

Enhancing data accountability systems. The state should detail the coordination efforts for securing Perkins placement indicator data. Currently, the secondary system can only report data on higher education enrollment for the placement indicator. The Perkins definition is broader than higher education participation. Progress needs to be made on state and federal data system sharing agreements to collect placement information on employment, military service and service corps participation.

Enhancing data accountability systems. Data displayed in the LNA process is suspect at best. Data confidence needs to be improved. It would also be helpful if in addition to percentages there were raw numbers displayed.

### **Cassie Blickem**

Director  
Valley Education for Employment System (VALEES)  
Rt. 47 at Waubonsee Dr.  
Sugar Grove, IL 60554  
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## OSBORNE DAVID

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**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Friday, January 31, 2020 9:50 AM  
**To:** cte@iccb.state.il.us; Perkins  
**Subject:** CTE Teacher Demand

Perkins V draft 2 comments on CTE Teacher Demand/Shortage

In response to the conversations at Bremen HS about the teacher shortage in CTE -

1.) Reverse teacher preparation proposal - two years at the community college in the technical field completing CTE coursework. For example in Technology & Engineering Education (Industrial), this could be the auto, welding, machining, CAD/Drafting courses. Then complete two years on teaching methods at the university along with the student teaching requirement. Final two years at the university could be completed either online or in a hybrid online format. Format could appeal to traditional age students and to career changers/adults that can't leave their local community. The required partnerships and collaboration in Perkins could support the development of a pathway with the community college.

2.) Under the Short-Term Approval rules, a PEL holder that can pass a CTE content area exam is awarded a Short-Term Approval for the CTE discipline. Consider making this short-term approval a permanent approval upon completion of a reasonable number of hours in business and industry through externships, advisory partnerships, professional development on the unique and additional requirements of managing a CTE POS, etc.

Thank you,

**Cassie Blickem**

Director  
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## OSBORNE DAVID

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**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Friday, January 31, 2020 10:58 AM  
**To:** cte@iccb.state.il.us; Perkins  
**Cc:** jbarbic@ivvc.net; brian.gordon@jjc.edu; koontza@somonauk.net; taxisa@somonauk.net  
**Subject:** Professional Development - Perkins V Draft 2

Comments in response to the professional development goals and initiatives throughout Draft 2

1.) The professional development goals and outreach described in the plan are ambitious. To offer high quality professional development throughout the state, it would be wise to use tested professional development providers with a proven track record of performance and with curriculum created.

In the VALEES region, I can strongly recommend Angie Koontz, ACTE Fellow and school counselor, and Mandy Taxis, instructional coach, Somonauk High School, as professional development providers of graduate courses, workshops and other PD formats. Summer 2019 they offered a week long workshop (37.5 PD hours) for University of St. Francis graduate credit on Improving Literacy Instruction in the CTE Classroom. Attendees were from both secondary and post-secondary CTE programs and all reviewed the content and delivery of the course highly. Since then, they have presented in shorter 60 - 120 minute workshop format, pieces from the weeklong experience, at ACTE Vision, Kishwaukee Education Consortium/DeKalb County PD, VALEES and Waubonsee Building Partnerships for America's Future, and Indian Valley Vocational Center all staff PD days.

ISBE representatives are invited to observe in their second offering of this course the week of June 1 - 5. They are also developing a second graduate course on the principles and use of UDL in CTE classrooms. ISBE is also invited to observe this course the week of June 15 - 19. Please contact Cassie Blickem at [cblickem@waubonsee.edu](mailto:cblickem@waubonsee.edu) to arrange an observation.

[koontza@somonauk.net](mailto:koontza@somonauk.net) and [taxisa@somonauk.net](mailto:taxisa@somonauk.net)

2.) EFEs should play an integral part of all professional development plans implemented under Perkins V. Many EFEs are primary providers of CTE focused professional development to the teachers of their member districts, have strong networks of CTE teachers already attending the events they offer and plan, and can recommend top instructors for the delivery of professional development. VALEES and Waubonsee annually host a CTE focused conference (2/28/20) for between 200 - 250 educators with an additional 50 business partners attending advisory meetings in the afternoon. Registration is now open and available [here](#). Registration includes workshop descriptions. ISBE representatives are invited to attend.

3.) EFEs can also coordinate in larger regional groups to offer necessary technical training and can even achieve cost savings by partnering. For example, VALEES has organized the opportunity for welding instructors to complete a five-day Summer Seminar for the American Welding Society Certified Welding Educator at Indian Valley Vocational Center. VALEES has three instructors that need this seminar and certification, but to bring AWS to our area we needed a minimum of 10 attendees. Through promotion by Joe Barbic, Indian Valley Vocational Center Director, at AVCD meetings and through promotion at SDLC meetings, there are now 10 attendees from a super-region around VALEES participating. Additionally, we are achieving roughly a \$300 cost savings per attendee. Leverage EFEs experience and knowledge of their region to offer the professional development required in Perkins.

4.) The coordination of ISBE's Career Connections Conference could benefit from regional calendar coordination. The Career Connections Conference for the northern region follows the Kane and DuPage all-county inservice day (2/28) and falls on Chicago Public Schools observance of Pulaski Day.

5.) I have real concerns about the cost involved in the delivery of the Career Connections Conference particularly in the northern region. The conference, according to organizers, for the northern region is capped at 400 attendees and is located in a prime venue in a very expensive city. Why are we not leveraging all our relationships and partnerships with the community college system to deliver these smaller regional conferences on their campuses? A conference of 400 attendees is easily managed on Waubonsee Community College's campus in the Academic and Professional Center



Event Room and throughout the campus in classrooms and CTE laboratory spaces. Some of our larger high school campuses could likely also play host to these events.

While this email highlights many of the PD opportunities in the VALEES region, there are other EFE systems that also have strong PD programs and could add their expertise and experience.

**Cassie Blickem**

Director

Valley Education for Employment System (VALEES)

Rt. 47 at Waubonsee Dr.

Sugar Grove, IL 60554

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[www.valees.org](http://www.valees.org)

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## OSBORNE DAVID

---

**From:** Cassie Blickem <cblickem@waubonsee.edu>  
**Sent:** Friday, January 31, 2020 11:44 AM  
**To:** cte@iccb.state.il.us; Perkins  
**Cc:** jbarbic@ivvc.net  
**Subject:** Perkins Draft 2

Comments below are in reference to page 44 sub-heading Regional Networking and Planning Events and to remarks made by Marci Johnson and Whitney Thompson during the Bremen HS Road Show on 1/30/20.

During the roadshow, Marci/Whitney made reference to the state partnering with NIU's Edsystem Center to get secondary, post-secondary and business together and collaborating in regions. The plan (page 44) references regional networking and planning events co-hosted by ISBE and DCEO in spring 2020.

I'm not sure if these two are one and the same thing or different parts of a similar initiative. EFEs and the community college should already be serving this purpose. as Perkins collaborators. In the VALEES and Waubonsee region examples include: joint secondary and post-secondary advisory committees, joint team-based challenges for high school students at the community college or with community college faculty as supporters along with business and industry judges, participation with the community college and their business partners during POS/PTR review, joint service on committees such as the Valley Industrial Association's Workforce Development Forum.

While there are certainly ways we could learn, expand and grow our partnerships, and DCEO and/or Edsystems may have strategies and ideas for assisting us with strengthening partnerships, DCEO and EdSystems should not be the drivers of our local partnerships. Our local partners/stakeholders need to see us - EFE and member districts, along with the community college - as the partners. We are the long-standing long-lasting institutions.

I worry about the amount of federal and state grant dollars diverted from local recipients - school districts and community college CTE programs - and to organizations like Edsystems, ILCTE, Career Connections conference planning committee, etc. when we have established systems and structures - EFEs and community colleges - to do the work that other agencies are paid to do with grant dollars.

### **Cassie Blickem**

Director  
Valley Education for Employment System (VALEES)  
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## OSBORNE DAVID

---

**From:** Stanton, Susan <StantonS@actnowillinois.org>  
**Sent:** Friday, January 31, 2020 12:35 PM  
**To:** Perkins  
**Subject:** Perkins Draft 2 Comments  
**Attachments:** Perkins V Draft Plan Comments 1.25.20.docx

Please see attached.

Susan Stanton  
Network Lead

Afterschool for Children and Teens Now (ACT Now) Coalition  
[www.actnowillinois.org](http://www.actnowillinois.org)  
312-877-0725  
One North Dearborn, Suite 1000  
Chicago, IL 60602



## Comments on Draft 2 of the Perkins V Transition Plan

Submitted by Susan Stanton on behalf of the ACT Now Coalition, January 30, 2020

### A. Our Organization

The Afterschool for Children and Teens Now Coalition (ACT Now) is a statewide organization that works to ensure that young people in Illinois have access to quality and affordable afterschool and youth development programs. We believe that an increased commitment to young people beyond the traditional school day is a crucial part of their growth into healthy and productive individuals. ACT Now is a diverse coalition supported by Illinois families, educators, business leaders, community advocates, youth organizations, and policymakers from across the state. Afterschool is a critical partner for workforce development. On behalf of our 1,600 members statewide, we ask for the greater inclusion of afterschool programs in ISBE and ICCB's Perkins V Transition Plan.

### B. Background on Afterschool Programs in Illinois and Preparing Youth for the Workforce

In Illinois, we have successful afterschool programs in 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> Century), administered by ISBE, and the Teen REACH program, administered by the Department of Human Services. Afterschool programs and out-of-school supports, like 21<sup>st</sup> Century and Teen REACH, are critical for the success of children, families, and communities all across Illinois. Afterschool programs make learning fun, provide a safe and welcoming environment for youth, and support the workforce of today and tomorrow.

Afterschool programs promote academic success and career-connected learning. Studies show that afterschool programs are sparking students' interest in school leading to better school attendance, grades, standardized test scores, and behavior.<sup>1</sup> Data collected by ISBE shows that 21<sup>st</sup> Century programs improve academic outcomes for students. In the 2017 to 2018 school year, over 70 percent of 21<sup>st</sup> Century participants improved their academic performance.<sup>2</sup> Surveys of 21<sup>st</sup> Century participants' teachers indicated that 53 percent of elementary students and 56 percent of middle/high school students improved class attendance.<sup>3</sup> 99.3 percent of Teen REACH high school seniors graduate, as opposed to the statewide average of only 86 percent graduation within seven years.<sup>4</sup> Further, data collected from Teen REACH sites shows that 73 percent of Teen REACH youth improved school attendance, and 93 percent of Teen REACH students improved their grades within a year.<sup>5</sup>

Afterschool programs can also help prepare the future workforce of Illinois by teaching career skills, exposing youth to new careers, and inspiring youth to reach their full potential. Afterschool and summer learning programs teach leadership, problem-solving, critical thinking, teamwork, responsibility, and time

---

<sup>1</sup> Durlak, J.A. & Weissberg R.P. (2010). *Afterschool programs that follow evidence-based practices to promote social and emotional development are effective*. Retrieved from

[http://www.expandinglearning.org/docs/Durlak&Weissberg\\_Final.pdf](http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf).

<sup>2</sup> Goodyear, L., Mansori, S., Cox, J., & Rodriguez S. (2019). *Illinois state board of education 21<sup>st</sup> Century Community Learning Centers program: State level program evaluation year 2017-2018*. Retrieved from

<https://www.isbe.net/Documents/21-CCLC-FY18-Evaluation-Report.pdf>.

<sup>3</sup> *Ibid.*

<sup>4</sup> Illinois Department of Human Services. (n.d.). *Teen responsibility, education, achievement, caring, and hope (Teen REACH)*. Retrieved from <http://www.dhs.state.il.us/page.aspx?item=30777>.

<sup>5</sup> *Ibid.*

management, which youth need to be successful in the workforce. Studies show that cognitive skills such as these are significantly more important in determining economic outcomes than school attainment.<sup>6</sup> The afterschool hours offer time for apprenticeships, guest speakers, and project-based activities that build workforce skills and promote career exploration.<sup>7</sup> These activities, which many schools do not have the time and resources to provide, are key to helping students become college and career ready and make a successful transition after high school.<sup>8</sup> 21<sup>st</sup> Century grantees report that 52 percent of elementary programs, 71 percent of middle school programs, and 91 percent of high school programs offer opportunities for career exploration.<sup>9</sup> In ACT Now's Afterschool Map and Database, 47 percent of programs statewide report offering career and college preparation in their programs.<sup>10</sup>

### **C. Opportunities to Partner with Out-of-School Time Programs in the Draft Perkins V Transition Plan**

In the reauthorization of the Perkins CTE law, there is a lot of language that fosters connections between CTE and out-of-school time learning to provide greater support for career-connected learning. ISBE and ICCB missed many of these opportunities in its plan drafts. We hope that the final version of the plan will better take into consideration equity and inclusiveness by incorporating afterschool programs, explicitly sharing how districts can work with community-based organizations as a strategic partner, and better promote career exploration. The following are areas that we hope ISBE and ICCB pay particular attention to in drafting its final version of the plan:

- **Adult Education**: We commend ISBE and ICCB for including community-based organizations (CBOs) as a partner in adult education and literacy (page 17). We suggest adding language about districts collaborating with or using the community schools model in this work. Community schools offer adult education classes in K-12 buildings, which often provide more comfort to adult learners and are conveniently located in their communities. Using these partnerships could help close the gap for adult learners.
- **Outlining How Community-Based Organizations Can Assist in Closing Equity Gaps**: Multiple times throughout the plan, ISBE and ICCB mention how CBOs can help address inequities (for example page 25). We appreciate this language as these organizations are often best positioned to meet these needs. However, we fear that simply mentioning CBOs without further instruction will mean districts and community colleges will not take advantage of these partnerships or will not do so meaningfully. There needs to be additional information in these sections. We also suggest ISBE add collaboration with CBOs and how to do so to its Special Populations Recruitment and Support Strategies Briefs (page 42).
- **State Leadership Activities and Career Exploration**: We propose that ISBE fund afterschool programs that promote CTE exploration as a state leadership activity. Perkins V expands eligible uses of funds to allow for career exploration in grades five and up. We do not feel that the current

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<sup>6</sup> Afterschool Alliance. (2009). *Afterschool: Opening doors to work and careers*. Retrieved from <http://www.afterschoolalliance.org/Workforce%20Brief%2036%20FINAL.pdf>.

<sup>7</sup> Afterschool Alliance. (2011). *Afterschool: Supporting career and college pathways for middle school age youth*. Retrieved from [http://afterschoolalliance.org/documents/issue\\_briefs/issue\\_collegeCareer\\_46.pdf](http://afterschoolalliance.org/documents/issue_briefs/issue_collegeCareer_46.pdf).

<sup>8</sup> *Ibid.*

<sup>9</sup> Goodyear, Mansori, Cox, & Rodriguez, 2019.

<sup>10</sup> Stanton, S. (2018). *The state of afterschool in Illinois*. Retrieved from [http://www.actnowillinois.org/wp-content/uploads/2018/10/10.23-ACT-Now\\_pages.pdf](http://www.actnowillinois.org/wp-content/uploads/2018/10/10.23-ACT-Now_pages.pdf).

state plan takes a strong enough advantage of this asset. Partnering with afterschool programs in the middle grades will help expose youth to careers earlier and inspire them to choose CTE pathways in high school. It is much easier to peak youth's interest if this work starts younger. Many afterschool programs have already proven incredibly effective in career exploration. These programs have the flexibility and high interest programming to execute this work well. Further, these programs often serve the target populations that ISBE and ICCB seek to serve. By interesting youth in target populations in CTE at a younger age, these youth will be more likely to stay on track and choose CTE pathways.

- **Communication Strategies:** Perkins V has an emphasis on reaching special populations, including individuals from economically disadvantaged families, English learners, and homeless youth. We do not feel that the Illinois plan goes far enough to reach these populations (page 38). The methods of communication outlined will not effectively reach these groups. Many parents and youth do not read the Superintendent's Newsletter, are not looped in with CTE structures, and may not yet be working with School Counselors. Further, these groups need knowledge of their options before the high school years, in order to ensure they take advantage of them. We suggest disseminating this information through afterschool programs and community-based organizations because they are trusted sources that are much more connected to community needs. Afterschool programs in Illinois are already serving a high percentage of low-income and at-risk youth. These programs have close relationships with families and community members, often employing people from the community that may speak the same language and have similar personal backgrounds. We request that ISBE specifically suggest that school districts partner with afterschool programs in order to ensure they reach special populations.
- **Incorporating Afterschool and Career Exploration into RFPs and Competitive Grants:** Given afterschool programs as a proven effective partner in career exploration and employability skill development, we suggest that ISBE incorporate partnerships with afterschool programs and career exploration into its RFPs, in order to make sure CTE grantees are implementing programming in an effective and inclusive way. Additionally, we suggest career exploration and working with afterschool programs to be an allowable use of funds for the competitive grant with the Department of Commerce and Economic Opportunity.
- **Eligible Uses of Local Funds:** Perkins V for the first time explicitly lists partnerships with community-based and youth-serving organizations as eligible uses of local funds. Using this funding to allow partnerships with afterschool programs can help to start youth thinking about their careers younger. We request that ISBE and ICCB specifically call this out in its draft plan (page 59).
- **Employability Skills:** Perkins V mentions the importance of employability skills in career development. Afterschool programs are well-positioned to help teach these skills at a young age. The activities and lessons conducted in afterschool programs teach skills like leadership, critical thinking, working in teams and much more. Afterschool programs have the flexibility not provided in the school day to specifically address this need. We suggest adding language about the value of exploring employability skills before the high school years and forming partnerships with afterschool programs and community-based organizations to execute this work.

*Please feel free to reach out to ACT Now Network Lead, Susan Stanton, with any questions related to these comments: [stantons@actnowillinois.org](mailto:stantons@actnowillinois.org) or 312-877-0725.*

## OSBORNE DAVID

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**From:** Laura Sullivan <lsullivan@eiefes.k12.il.us>  
**Sent:** Friday, February 14, 2020 4:33 PM  
**To:** Perkins  
**Cc:** Laura Sullivan  
**Subject:** Comments on the 2nd Draft of the State Plan for CTE

Hello

I would like to share some concerns with the second draft for the state plan for CTE

1- If the EFE Systems are going to be reviewed this Spring or later - please ask a few Directors to participate as they could provide some guidance and feedback. In addition, feel free to ask for help if a new funding formula will be sought for EFE systems. The formula has changed several times over the years and we could provide some ideas for improvement.

2- I am a little concerned over the stackable credential requirements for Perkins... Many employers do not require credentials - manufacturers want to train their own welders, businesses do not require a microsoft credential and so forth. It is not easy to get teachers to do Train the Trainer Classes and it is costly to the school and the student to buy training software programs and take the certification exams like certipoint and ServSafe. Would the State consider partnering with someone like SkillsUSA so that one license could be used to give access to online training, certifications, competitions and so much more?

3- If the concentrator data is truly only going to count CTE students who take 2 or more courses in group 2 or 3 of a CIP then you will truly miss out on counting the number of CTE students in the state. Taking even one class for a student is a huge benefit to them and we need this data to keep CTE teachers employed. In our small rural schools, one Business teacher may teach just a few CTE classes a day - Business and Tech Concepts, Computer Concepts, Accounting 1 and a Marketing class....In this situation this teacher would not have any concentrators

4- Increasing dual credit may not be an easy task...dual credit requirements are not easy for the high school teacher to meet - some courses require a masters degree in the subject area in order to teach them such as Accounting 1 or 2. My biggest concern is that dual credit is only offered to juniors and seniors as students must be 16 in order to get the dual credit. It is difficult to track student ages when enrolling them in courses so the schools avoid this work by limiting dual credit to juniors and seniors. This limits the classes offered at each grade level, affecting enrollments and can affect what classes the students take their junior/senior year if they need credit recovery, transitional math and other graduation requirements. In addition, Some colleges charge a dual credit fee, which again limits access. Teachers are not paid to be dual credit instructors but they definitely have more work to do such as they have to have course outlines approved by college staff, create a course portfolio to be graded by the college and now the college wants us to do assessments for them. Colleges may make schools use certain textbooks and use their online platforms. This does not make a friendly environment to partner. Colleges receive state funding for college credits generated - does this filter more state dollars to the college when the high school is doing the work?

5- "Postsecondary credential" is used in several places throughout the plan and in the PDR - this is confusing language ...does it mean an industry credential, dual credit, concurrent enrollment or licensure or certificate? It is not convenient to look this up in another document.

6- I continue to urge ISBE to keep the 40/60 split or to look at increasing the split in favor of secondary education as this is where we are preparing students for life beyond high school and this is where many students begin their college career through dual enrollment and dual credit.

Thank you,

Laura Sullivan, CSBO, MSED

Director

Eastern IL Education for Employment System 340

1617 Lake Land Blvd. Mattoon, IL 61938

ph. 217/258-6CTE fx. 217/258-6284

[www.eiefes.k12.il.us](http://www.eiefes.k12.il.us)

"Like" us on Facebook: <https://www.facebook.com/eiefes340>



## **Survey to Collect Feedback on Illinois' Draft State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**

### **Introduction**

Illinois is committed to providing quality Career and Technical Education (CTE) opportunities to each and every student. CTE provides students with educational options in high school and college that align with labor market needs and prepare them for their future career aspirations. We believe all students deserve and benefit from equitable access to successful career preparation opportunities.

The reauthorization of the Carl D. Perkins CTE Improvement Act ("Perkins V") on July 31, 2018, requires each state to develop a four-year plan in collaboration with stakeholders to support innovation in the future of CTE.

Please complete this survey to provide your feedback to the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) about the current draft of the Perkins V State Plan, available online at <https://www.isbe.net/Documents/Perkins-V-Draft.pdf>. Your feedback will help us ensure that Illinois' state plan for CTE reflects the needs of your community and our collection vision for success for all children in the state.

Please note that ISBE and ICCB will collect feedback on the Accountability for Results section of the plan on pages 62-68, including the indicators of CTE program quality, once performance targets are established.

### **Tell Us About Yourself**

1. Please indicate the role that best describes you:
  - Teacher/Faculty
  - Administrator
  - Parent/Guardian
  - Advocate
  - Student
  - Businessperson
  - Other:
2. Please tell us if you are submitting a comment on behalf of an organization:
  - Name of Organization: (fill in blank)
  - Number of members your organization represents, if applicable: (fill in blank)
  - I am not submitting a comment on behalf of an organization.
3. Please indicate the race/ethnicity that best describes you:
  - American Indian
  - Asian
  - Black
  - Hispanic
  - Pacific Islander
  - Two or More Races
  - White

- Prefer not to answer.
4. Please indicate the region that best describes where you live:
    - Rural
    - Suburban
    - Urban
  5. May we contact you for more information, if needed?
    - Yes
      - First and Last Name: (fill in blank)
      - Email Address: (fill in blank)
      - Phone Number: (fill in blank)
    - No

### **B.1.a. State-Supported Workforce Development Activities**

Please refer to pages 12-17 of the draft state plan for 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.

6. What additional opportunities for collaboration should Illinois consider to meet the skill needs of employers?
  - Describe: (fill in blank)
  - The current description in the plan is adequate.
  - Prefer not to answer.

### **B.1.b. Strategic Vision**

The Strategic Vision for Illinois CTE, also found on page 17 of the draft state plan, states: "Illinois supports an aligned, high-quality career pathway system informed by industry and community needs. This P-20 system will ensure equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve their education and career goals."

7. What do you like about the CTE vision? (fill in blank)
8. Does the current vision describe where CTE in Illinois is going?
  - Yes
  - No
  - Prefer not to answer.
9. What would you change about the vision?
  - Describe: (fill in blank)
  - The current vision is adequate.
  - Prefer not to answer.

### **B.1.b. Goals**

Please refer to pages 17-18 of the draft state plan for Illinois' 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.

10. Which of the goals do you think will have the biggest impact for Illinois students?  
(select one)

- Goal 1 - Increase Postsecondary and Industry-Recognized Credential Achievement
- Goal 2 – Enhance Career Pathway Opportunities
- Goal 3 – Increase Early College Credit Opportunities
- Goal 4 – Increase Responsiveness to Communities’ Workforce Needs
- Goal 5 – Ensuring Each and Every CTE Student is Educated by Highly Qualified and Effective Educators

11. What would you change about the goals to ensure they support the strategic vision for Illinois CTE?

- Describe: (fill in blank)
- The current goals are adequate.
- Prefer not to answer.

#### **B.1.c. Strategy for Joint Planning, Alignment, Coordination, and Leveraging of Funds**

Please refer to pages 19-21 of the draft state plan for a description of the state’s strategy for joint planning, alignment, coordination, and leveraging of funds between the state’s CTE programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals.

12. Is it clear where coordination and collaboration have been planned and made intentional?

- Yes
- No
- Prefer not to answer.

13. What is missing from the coordination and collaboration? Are there any additional entities or activities with which Perkins CTE can align or coordinate?

- Describe: (fill in blank)
- The current description is adequate.
- Prefer not to answer.

#### **B.1.d. Use of State Leadership Funds**

Please refer to pages 21-26 of the draft state plan for a description of how Illinois will use state leadership funds to support required and other state leadership activities.

14. Choose which five of the other (not required) state leadership activities listed should be Illinois’ highest priorities: (choose five)

- Program of Study Development
- Dual Credit Enhancement
- Comprehensive Professional Learning
- Expansion of Integrated Education and Training
- Expanding Innovative Delivery Models

- Improving Career Guidance and Academic Counseling
- Open Educational Resources
- Enhancing Data Accountability Systems

### **B.2.a. How Programs of Study Are Supported**

Please refer to page 26 of the draft state plan for a description of what CTE programs or programs of study will be supported, developed, or improved at the state level and made available for adoption by eligible recipients.

15. Where is additional clarity needed in the process by which programs are developed at the state level versus at the local level?
- Describe: (fill in blank)
  - The current description is adequate.
  - Prefer not to answer.

### **B.2.b. How Locally Developed Programs of Study Are Approved**

Please refer to pages 26-31 of the draft state plan for a description of 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.

16. Where is additional clarity needed in the process and criteria for approving locally developed programs?
- Describe: (fill in blank)
  - The current description is adequate.
  - Prefer not to answer.

### **B.2.c.i. How the Agency Will Make Information Available**

Please refer to pages 31-32 of the draft state plan for a description of how ISBE and ICCB will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.

17. How else could ISBE and ICCB communicate to stakeholders?
- Describe: (fill in blank)
  - The current methods described are adequate.
  - Prefer not to answer.

### **B.2.c.i. Collaborating on Career Pathways that Include Multiple Entry/Exit Points**

Please refer to pages 32-34 of the draft state plan for a description of how ISBE and ICCB will facilitate collaboration among eligible Perkins V grant recipients in the development and coordination of CTE programs (and programs of study) and career pathways that include multiple entry and exit points, particularly through the comprehensive local needs assessment and the local application.

18. What additional structures can help secondary institutions, postsecondary institutions, and the workforce work more collaboratively together?

- Describe: (fill in blank)
- The current structures described are adequate.
- Prefer not to answer.

**B.2.c.vii. Improving Outcomes and Reducing Performance Gaps**

Please refer to page 40 of the draft state plan for a description of how ISBE and ICCB will support local recipients of Perkins V funds in meeting performance targets and reducing performance gaps, including for those who are members of special populations.

19. What additional supports do local recipients of Perkins V funds need in addressing performance gaps?

- Describe: (fill in blank)
- The current supports described are adequate.
- Prefer not to answer.

**B.2.d. Dual Enrollment and Competency-Based Education**

Please refer to pages 40-41 of the draft state plan for a description of strategies Illinois will use to expand opportunities for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.

20. What other strategies could increase student participation in dual credit or dual enrollment opportunities?

- Describe: (fill in blank)
- The current strategies described are adequate.
- Prefer not to answer.

**B.2.e. Involving All Stakeholders in CTE Program Planning, Development, Implementation, and Evaluation**

Please refer to pages 41-43 of the draft state plan for a description of the activities ISBE and ICCB will engage in to involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of CTE programs.

21. What other activities could ISBE and ICCB engage in to involve all stakeholders in the development, implementation, and evaluation of CTE programs of study?

- Describe: (fill in blank)
- The current activities described are adequate.
- Prefer not to answer.

**B.2.h. Definitions of Size, Scope, and Quality**

Please refer to pages 44-45 of the draft state plan for the definitions of “size, scope, and quality” to apply to all eligible recipients of Perkins V funds, secondary and postsecondary, unless specifically noted.

22. What barriers will local recipients of Perkins V funds have to overcome to meet the size, scope, and quality definitions?

- Describe:
- None.
- Prefer not to answer.

23. What aspects of a CTE program of study are not covered by the definition of “quality”?

- Describe: (fill in blank)
- The current definition covers all aspects of a CTE program of study.
- Prefer not to answer.

### **II.B.3. Meeting the Needs of Special Populations**

Please refer to pages 46-54 of the draft state plan for a description of strategies ISBE and ICCB will utilize to ensure equitable access to and success in CTE programming for members of special populations.

24. While these are examples of strategies, what additional strategies could increase access to and success in secondary and postsecondary CTE programs for members of special populations?

- Describe: (fill in blank)
- The current strategies described are adequate.
- Prefer not to answer.

25. What professional development or technical assistance will Perkins V recipients need to implement the strategies described?

- Describe: (fill in blank)
- None.
- Prefer not to answer.

### **II.B.4. Preparing Teachers**

Please refer to pages 54-58 of the draft state plan for a description of how ISBE will support the recruitment and preparation of teachers – including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals – to provide CTE instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for members of special populations.

26. What other strategies should Illinois consider for recruiting and retaining highly qualified CTE teachers?

- Describe: (fill in blank)
- The current strategies described are adequate.
- Prefer not to answer.

27. What barriers to recruiting, preparing, and retaining CTE teachers should the plan address?

- Describe: (fill in blank)
- None.
- Prefer not to answer.

**Other**

28. What other feedback do you have on Illinois' draft Perkins V State Plan? (fill in blank)

| ID | Question1       | Question1Other |
|----|-----------------|----------------|
| 30 | Administrator   |                |
| 31 | Teacher/Faculty |                |
| 32 |                 |                |
| 33 | Administrator   |                |
| 34 | Teacher/Faculty |                |
| 35 | Teacher/Faculty |                |
| 36 | Administrator   |                |
| 37 | Administrator   |                |
| 38 | Teacher/Faculty |                |
| 39 | Parent/Guardian |                |
| 40 | Businessperson  |                |
| 41 | Administrator   |                |
| 42 | Administrator   |                |
| 43 |                 |                |
| 44 |                 |                |
| 45 |                 |                |
| 46 | Parent/Guardian |                |
| 47 | Administrator   |                |
| 48 |                 |                |
| 49 |                 |                |



50 Administrator

51

52 Teacher/Faculty

53 Teacher/Faculty

54 Teacher/Faculty

55

56

57 Administrator

58 Administrator

59 Advocate

60 Administrator

61 Administrator

62

63 Administrator

64 Teacher/Faculty

65

66

67 Teacher/Faculty

68 Administrator

69 Administrator

70 Administrator

71

72

73 Administrator

74

75 Other Educator Licensure Specialist - Regional Office of Education

76 Teacher/Faculty

77 Teacher/Faculty

78 Teacher/Faculty

79 Teacher/Faculty

80 Teacher/Faculty

81 Teacher/Faculty

82 Teacher/Faculty

83 Teacher/Faculty

84 Teacher/Faculty

85 Teacher/Faculty

86 Teacher/Faculty

87 Teacher/Faculty

88 Teacher/Faculty

89 Teacher/Faculty

90 Teacher/Faculty

91 Administrator

92

93 Parent/Guardian

94 Administrator

95 Other                      Guidance Counselor

96 Teacher/Faculty

97 Teacher/Faculty

98 Teacher/Faculty

99

100 Teacher/Faculty

101 Teacher/Faculty

102 Teacher/Faculty

103 Administrator

104 Administrator

105 Administrator

106 Teacher/Faculty

107 Teacher/Faculty

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120 Administrator

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122 Teacher/Faculty

123 Teacher/Faculty

124 Administrator

125 Parent/Guardian

126 Administrator

127 Teacher/Faculty

128 Administrator

129

130 Administrator

131 Student

132

133 Teacher/Faculty

134

135 Advocate

136 Teacher/Faculty

137 Administrator

138 Advocate

139

140 Administrator

141

142 Teacher/Faculty

143 Teacher/Faculty

144 Teacher/Faculty

145 Administrator

146

147 Advocate



Question2a

KEC

Galesburg Area Vocational Center

Eureka High School

Valley Education for Employment System

United Rentals, Inc.

Glenbrook North High School

Capital Area Career Center

Northwest Educational Council for Student Success

Argo Community High School District 217

Galatia Unit 1

VALEES

WILCO AREA CAREER CENTER

Hiawatha CUSD #426

La Moille High School

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Valley Education for Employment System (EFE #130)

[Redacted]

[Redacted]

Galesburg Area Vocational Center

[Redacted]

Galesburg High School

[Redacted]

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Galesburg Area Vocational Center

Galesburg Area Vocational Center

Galesburg High School

Galesburg High School

Madison County EFE #450

Sandwich

Serena High School

Mooseheart

Kaneland High School

Distributive Education Clubs of Illinois

Fox Valley Career Center

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Sandwich High School

Somonauk High School

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FCCLA

Indian Creek Agriculture Department

SRAVTE

xct

Glenbrook South High School

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Oswego East High School

Madison County CTE

Aurora East H.S.

West Central Region EFE 240

Ottawa Township High School #140

Illinois Education Association

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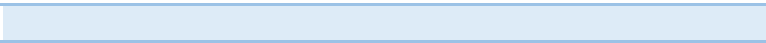
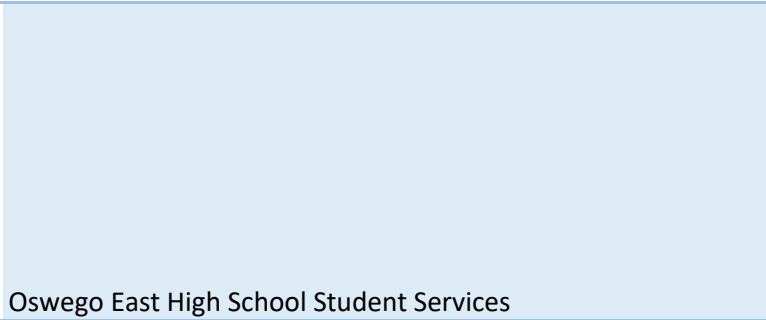
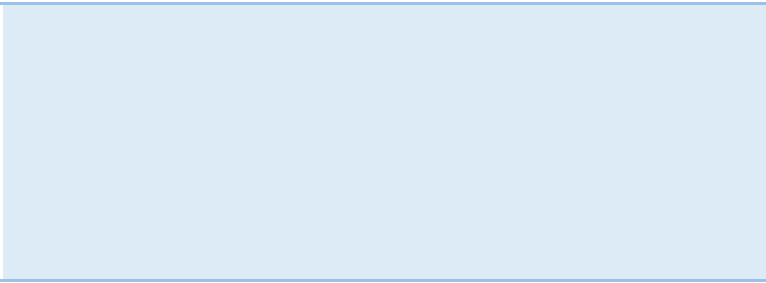
Capital Area Career Center

Stand for Children Illinois

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Question2b

244 students-7 schools district wide-12 teachers

30

17 member districts, 2 Area Career Centers and 1 Special Education Cooperative

395

2000

Capital Area Career Center

NA

1 High School

17 member districts, 2 area career centers, and a special education cooperative

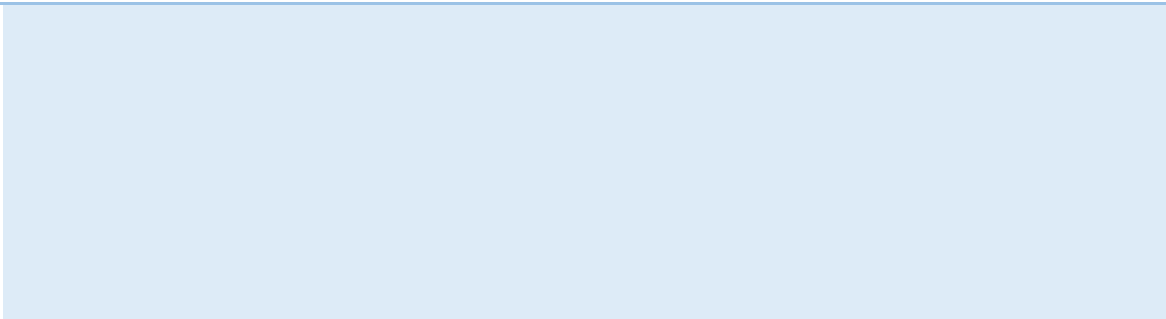
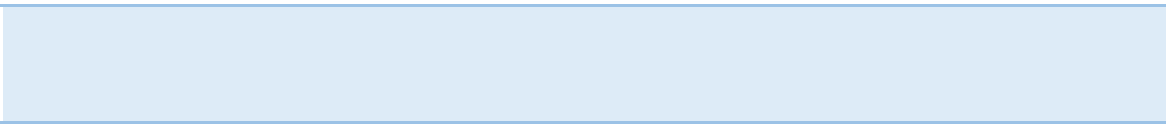
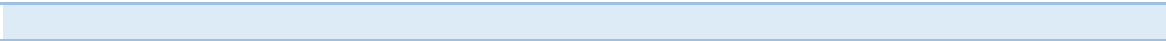
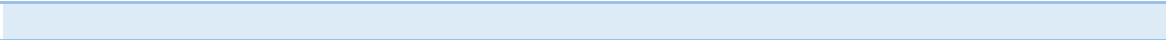
WILCO AREA CAREER CENTER

100

36

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17 school districts, 2 area career centers and one special education cooperative



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12

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55

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Serena High School

---

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1

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3400

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---

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625

250

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10,000+

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1

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15

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Approximately 3400 students, faculty and staff

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---

20

12

6


10 school districts and 1 career center

1

130,000



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50,361

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| Question2c | Question3            | Question4 | Question5 | Question5Name    |
|------------|----------------------|-----------|-----------|------------------|
| TRUE       | White                | Suburban  | Yes       | Tom Crouch       |
| FALSE      | White                | Suburban  | No        |                  |
| FALSE      |                      |           |           |                  |
| FALSE      | White                | Rural     | Yes       | Jeff Houston     |
| TRUE       | Prefer not to answer | Rural     | Yes       | Jason Hemp       |
| FALSE      | White                | Rural     | Yes       | Allison Ferguson |
| FALSE      | White                | Suburban  | Yes       | Cassie Blickem   |
| TRUE       | White                | Suburban  | Yes       |                  |
| TRUE       | Prefer not to answer | Rural     | Yes       | Jason Hemp       |
| TRUE       | White                | Rural     | No        |                  |
| FALSE      | Prefer not to answer | Urban     | Yes       | Kelly French     |
| FALSE      | White                | Suburban  | No        |                  |
| FALSE      | White                | Urban     | Yes       | Jodi Ferriell    |
| FALSE      |                      |           |           |                  |
| FALSE      | Prefer not to answer |           |           |                  |
| FALSE      |                      |           |           |                  |
| TRUE       | Black                | Suburban  | Yes       | Melanie Stith    |
| FALSE      | White                | Suburban  | No        |                  |
| FALSE      |                      |           |           |                  |
| FALSE      |                      |           |           |                  |

|       |       |          |     |                   |
|-------|-------|----------|-----|-------------------|
| FALSE | White | Suburban | Yes | Jill Kingsfield   |
| FALSE |       |          |     |                   |
| TRUE  | White | Rural    | Yes | Patricia Maurer   |
| FALSE | White | Rural    | Yes | Nealy Hamson      |
| TRUE  | White | Rural    | No  |                   |
| FALSE |       |          |     |                   |
| FALSE |       |          |     |                   |
| FALSE | White | Suburban | Yes | Cassie Blickem    |
|       |       |          |     |                   |
|       |       |          |     |                   |
|       |       |          |     |                   |
|       |       |          |     |                   |
| FALSE | White | Suburban | Yes | Elizabeth Kaufman |
| TRUE  | White | Urban    | No  |                   |
| TRUE  | White | Rural    | No  |                   |
| TRUE  | White | Rural    | No  |                   |
| FALSE |       |          |     |                   |

|       |                      |          |     |                  |
|-------|----------------------|----------|-----|------------------|
| FALSE | White                | Rural    | Yes | Jared Poynter    |
|       |                      |          |     |                  |
|       |                      |          |     |                  |
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|       |                      |          |     |                  |
|       |                      |          |     |                  |
| FALSE | White                | Rural    | Yes | Katie Shevokas   |
| FALSE |                      |          |     |                  |
| FALSE |                      |          |     |                  |
| TRUE  | Prefer not to answer | Suburban | No  |                  |
| TRUE  | White                | Suburban | Yes | Shelley Gates    |
| FALSE |                      |          | Yes |                  |
| TRUE  | White                | Suburban | Yes | Chantal Chandler |
| FALSE |                      |          |     |                  |
| FALSE |                      |          |     |                  |



|       |       |          |     |                |
|-------|-------|----------|-----|----------------|
| FALSE | White | Suburban | Yes | Cassie Blickem |
| FALSE |       |          |     |                |
| TRUE  | White | Urban    | No  |                |
| TRUE  | White | Rural    | No  |                |
| TRUE  | White | Urban    | No  |                |
| TRUE  | White | Rural    | Yes | Russ Ullrich   |
| TRUE  | White | Rural    | No  |                |
| TRUE  | White | Urban    | No  | Kirk Mustain   |

|      |       |       |     |        |
|------|-------|-------|-----|--------|
| TRUE | White | Rural | No  |        |
| TRUE | White | Rural | No  |        |
| TRUE | White | Urban | Yes | corbyn |
| TRUE | White | Rural | No  |        |

|      |                      |       |     |              |
|------|----------------------|-------|-----|--------------|
| TRUE | Prefer not to answer | Rural | Yes | Tammy Ravel  |
| TRUE | White                | Rural | No  |              |
| TRUE | White                | Rural | Yes | Brad Shenaut |
| TRUE | White                | Rural | No  |              |

|       |                      |          |     |             |
|-------|----------------------|----------|-----|-------------|
| TRUE  | Prefer not to answer | Rural    | Yes | A Foster    |
| TRUE  | White                | Rural    | No  |             |
| FALSE | Two or More Races    | Suburban | Yes | Kaleb Smith |
| FALSE |                      |          |     |             |
| TRUE  | Prefer not to answer | Rural    | No  |             |
| FALSE | White                | Rural    | Yes | Tom         |

|       |                      |          |     |                  |
|-------|----------------------|----------|-----|------------------|
| FALSE | White                | Rural    | Yes | Jennifer Hoppis  |
| TRUE  | White                | Suburban | No  |                  |
| TRUE  | Prefer not to answer | Suburban | Yes | Sandra Cook      |
| TRUE  | White                | Suburban | No  |                  |
| FALSE |                      |          |     |                  |
| FALSE | White                | Suburban | Yes | Meagan Plass     |
| FALSE | White                | Rural    | Yes | Judy W. Fabrizio |
| FALSE | White                | Suburban | Yes | Mark Lyons       |
| TRUE  | Two or More Races    | Suburban | Yes | Vernon Alexander |
| TRUE  | White                | Suburban | No  |                  |

|       |       |          |     |                |
|-------|-------|----------|-----|----------------|
| TRUE  | White | Urban    | Yes | Jodi Ferriell  |
| TRUE  | White | Suburban | Yes | Patti Marcinko |
| FALSE | White | Suburban | Yes | Pam Phelps     |
| FALSE |       |          |     |                |
| FALSE |       |          |     |                |
| FALSE | White | Rural    | Yes | Chris Johnson  |

|       |                      |          |     |                 |
|-------|----------------------|----------|-----|-----------------|
| FALSE | White                | Rural    | Yes | Angie Koontz    |
| TRUE  | White                | Rural    | Yes | Blake Winters   |
| TRUE  | White                | Rural    | Yes | Eric Baron      |
| TRUE  | Prefer not to answer | Suburban | Yes | Katey Armstrong |
| FALSE | White                | Rural    | No  |                 |
| FALSE | White                | Rural    | No  |                 |
| TRUE  | White                | Suburban | No  |                 |
| TRUE  | White                | Rural    | No  |                 |
| FALSE |                      |          |     |                 |
| FALSE | White                | Suburban | Yes | Dawn Hall       |
| FALSE |                      |          |     |                 |

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|-------|-------|----------|----|
| FALSE | White | Suburban | No |
|-------|-------|----------|----|

|      |       |       |     |                |
|------|-------|-------|-----|----------------|
| TRUE | White | Rural | Yes | Tameran Polowy |
|------|-------|-------|-----|----------------|

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|-------|----------------------|----------|-----|-------------|
| FALSE | Prefer not to answer | Suburban | Yes | Kaleb Smith |
|-------|----------------------|----------|-----|-------------|

|      |                      |       |     |               |
|------|----------------------|-------|-----|---------------|
| TRUE | Prefer not to answer | Rural | Yes | susan woelfel |
|------|----------------------|-------|-----|---------------|

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|-------|--|-------|-----|---------------|
| FALSE |  | Rural | Yes | Nik Butenhoff |
|-------|--|-------|-----|---------------|

|       |       |          |    |
|-------|-------|----------|----|
| FALSE | White | Suburban | No |
|-------|-------|----------|----|



|       |       |          |     |                 |
|-------|-------|----------|-----|-----------------|
| TRUE  | White | Rural    | Yes | Evelyn Morrison |
| FALSE |       |          |     |                 |
| FALSE | White | Rural    | No  | Michael Cushing |
| TRUE  | White | Suburban | No  |                 |
| FALSE |       |          |     |                 |
| TRUE  | White | Rural    | Yes | Sarah           |
| FALSE |       |          |     |                 |

|      |       |          |     |             |
|------|-------|----------|-----|-------------|
| TRUE | White | Suburban | Yes | Larry Frank |
| TRUE | White | Suburban | No  |             |

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TRUE

White

Urban

Yes

Jodi Ferriell

FALSE

White

Rural

Yes

Aimee Galvin

FALSE

TRUE

White

Suburban

No

FALSE

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|      |          |          |     |                  |
|------|----------|----------|-----|------------------|
| TRUE | Hispanic | Suburban | Yes | Aracelis Scharon |
| TRUE | White    | Suburban | Yes | Jeffrey Mleczko  |

|       |       |          |    |  |
|-------|-------|----------|----|--|
| FALSE | White | Suburban | No |  |
| TRUE  | White | Suburban | No |  |
| FALSE |       |          |    |  |

|       |                      |          |     |                |
|-------|----------------------|----------|-----|----------------|
| FALSE | Prefer not to answer | Suburban | Yes | Sandra Pastore |
|-------|----------------------|----------|-----|----------------|

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| karmstrong@sd129.org | 6303016740 |

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sandypastore@att.net

7086469234

**Question6**

The current description in the plan is adequate.

The current description in the plan is adequate.

The current description in the plan is adequate.

Prefer not to answer.

Describe:

The current description in the plan is adequate.

The current description in the plan is adequate.

Four horizontal light blue bars.

Describe:

A large light blue rectangular area.

The current description in the plan is adequate.

Prefer not to answer.

The current description in the plan is adequate.

A horizontal light blue bar.

The current description in the plan is adequate.

A large light blue rectangular area.

The current description in the plan is adequate.

A horizontal light blue bar.

The current description in the plan is adequate.

The current description in the plan is adequate.

A horizontal light blue bar.

A horizontal light blue bar.

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Describe:

The current description in the plan is adequate.

The current description in the plan is adequate.

The current description in the plan is adequate.

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Describe:

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The current description in the plan is adequate.

Prefer not to answer.

Prefer not to answer.

Describe:

The current description in the plan is adequate.

The current description in the plan is adequate.

The current description in the plan is adequate.

Describe:

The current description in the plan is adequate.

Prefer not to answer.

Prefer not to answer.

The current description in the plan is adequate.

Prefer not to answer.

The current description in the plan is adequate.



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Prefer not to answer.

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Describe:

Describe:

The current description in the plan is adequate.

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The current description in the plan is adequate.

The current description in the plan is adequate.

Prefer not to answer.

Describe:

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The current description in the plan is adequate.

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The current description in the plan is adequate.

Prefer not to answer.

The current description in the plan is adequate.

The current description in the plan is adequate.

Describe:

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The current description in the plan is adequate.

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Describe:

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The current description in the plan is adequate.

Describe:

Question6Desc

Local employers' needs vary by region/area. We should allow for school district to have an advisory board to identify these needs and that these boards should collaborate with boards from other districts in the area. Theses should be made up of teachers, admins, and invited Industry leaders. CTE educators should be compensated for this time in some fashion as it falls outside the scope of regular teaching duties.

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It is often difficult to navigate the credential marketplace with a variety of credentials with varying levels of testing administration costs. Frequently, these credentials are not truly valued by industry. I recently was part of a community college advisory meeting seeking NIMS accreditation and not a single employer in the room recognized or required the NIMS credential in the hiring process. In order to best spend our limited local and grant funding, it would be helpful if the state agencies along with industry partners could create a validated list of industry-recognized credentials in Illinois. If that is not possible because of the local nature of labor markets, then establishing a check-list of criteria for determining a worthwhile credential from a phony credential.

The plan is going in the right direction. We need to make it more and more evident to the students that they have a real opportunity to make money the second they get out of high school. The problem we run into in the smaller communities is making those connections with the business force that is needing the skilled workers. Either there are not enough businesses interested or the businesses do not have the time to take on interns. As an IT teacher, there are select options in our 45 min radius to connect these students with employers and internships. I have not found a stable resource to tap into to get the connections to these kids. It would be great to find options where the students can work remotely while earning their high school diploma.



When determining high wage I believe we need to look at the wage for that region rather than state. Downstate wages are typically lower than the Chicagoland and suburban area around Chicago. I would also like to see the idea of smaller class sizes so that students can dive into material in more depth.

Are you working a job that you wanted when you were 15? Don't ask kids to do that now. Students should not be asked to pick a career at such a young age. Exposure to LOTS of different fields, not limiting to just one.

Also, dual credit is only as good as the colleges that accept them. Acceptance is different that simply honoring credit. Acceptance needs to be a replacement of college courses not simply credit earned. Colleges have already made switches to make sure that they get their 4 years out of student. I speak from the perspective of a mother who has a sophomore in college. They'll take the credits, but that's all it counts for - just a credit with very little value.

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We need better ways to have the certificates or licenses that employers will accept be what we can offer at our high school. If the state can help employers in this state come to a consensus or at least a majority then we would know what tests we would have our students complete to show competency in those areas.

In order to best spend our limited local and grant funding, it would be helpful if the state agencies along with industry partners could create a validated list of industry-recognized credentials in Illinois. If that is not possible because of the local nature of labor markets, then establishing a check-list of criteria for determining a worthwhile credential from a phony credential. We do not want to tell students they are earning a certificate, spending time and money to earn it/test for it, and have it be worthless.

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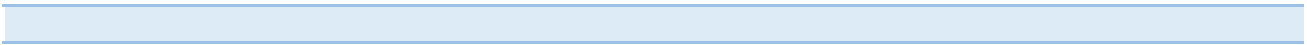
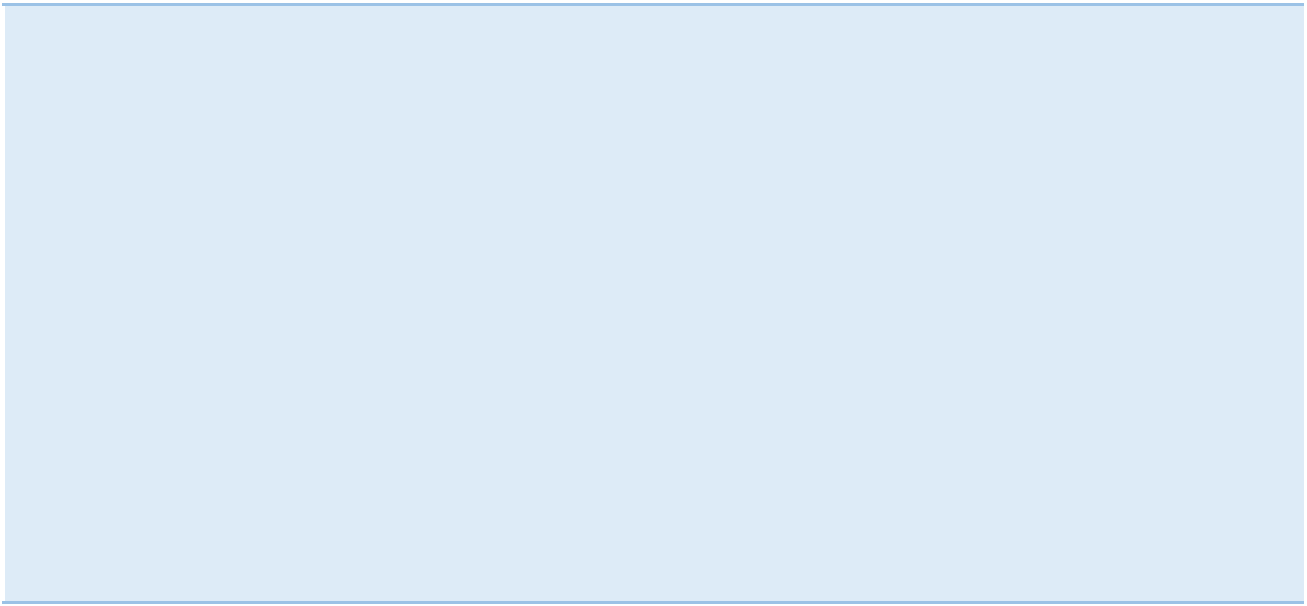
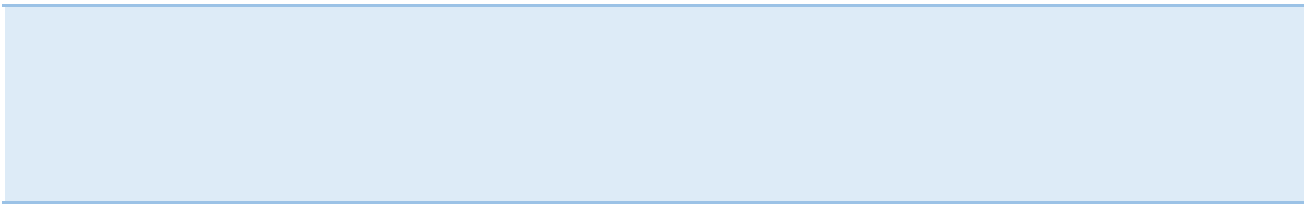
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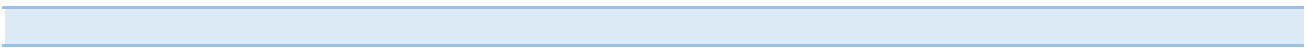
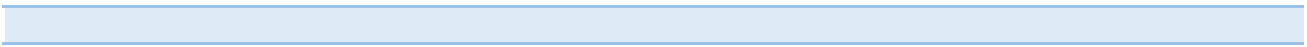
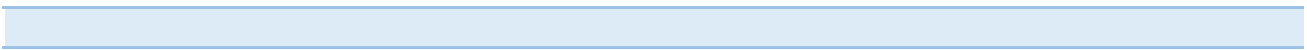
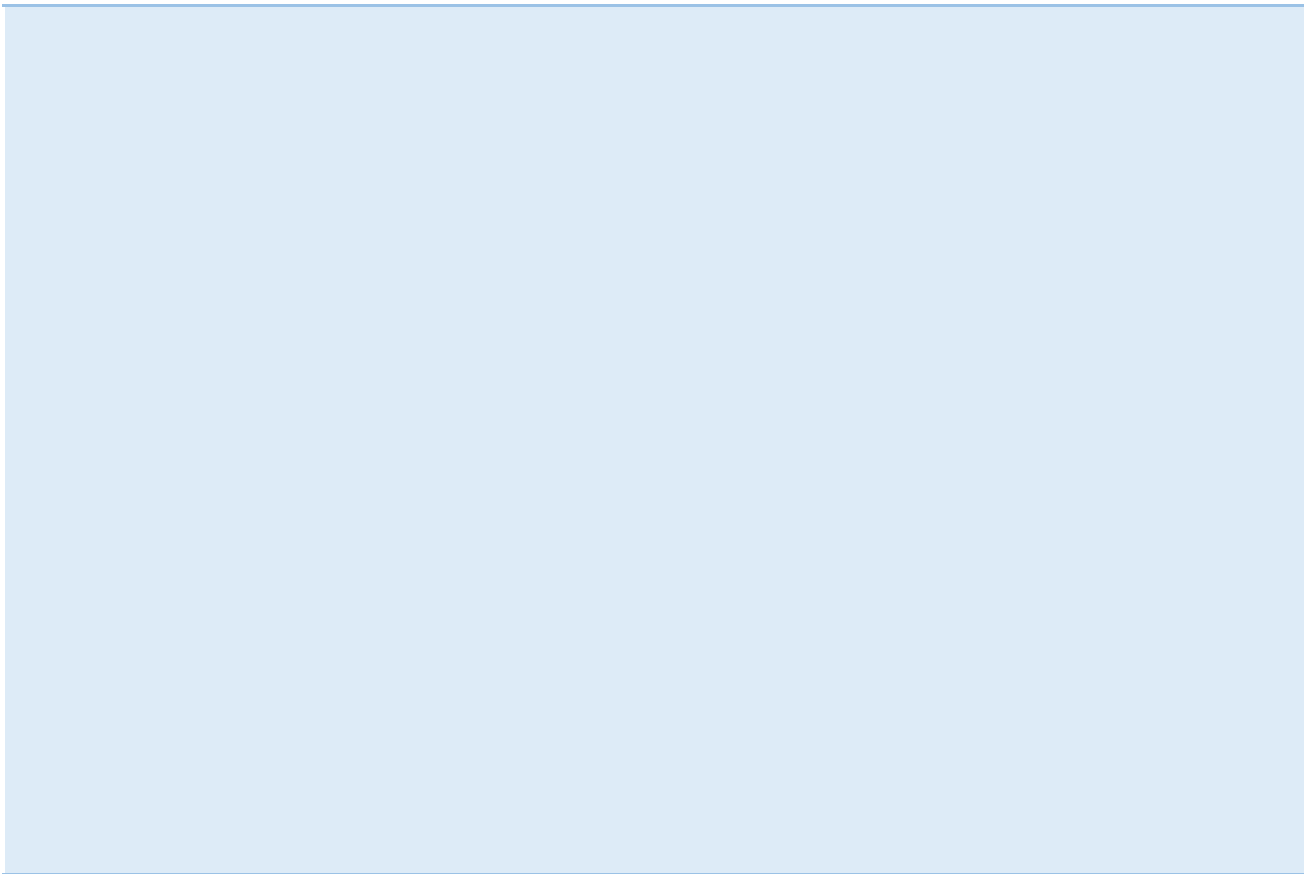
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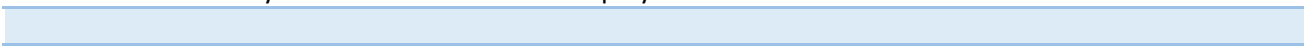
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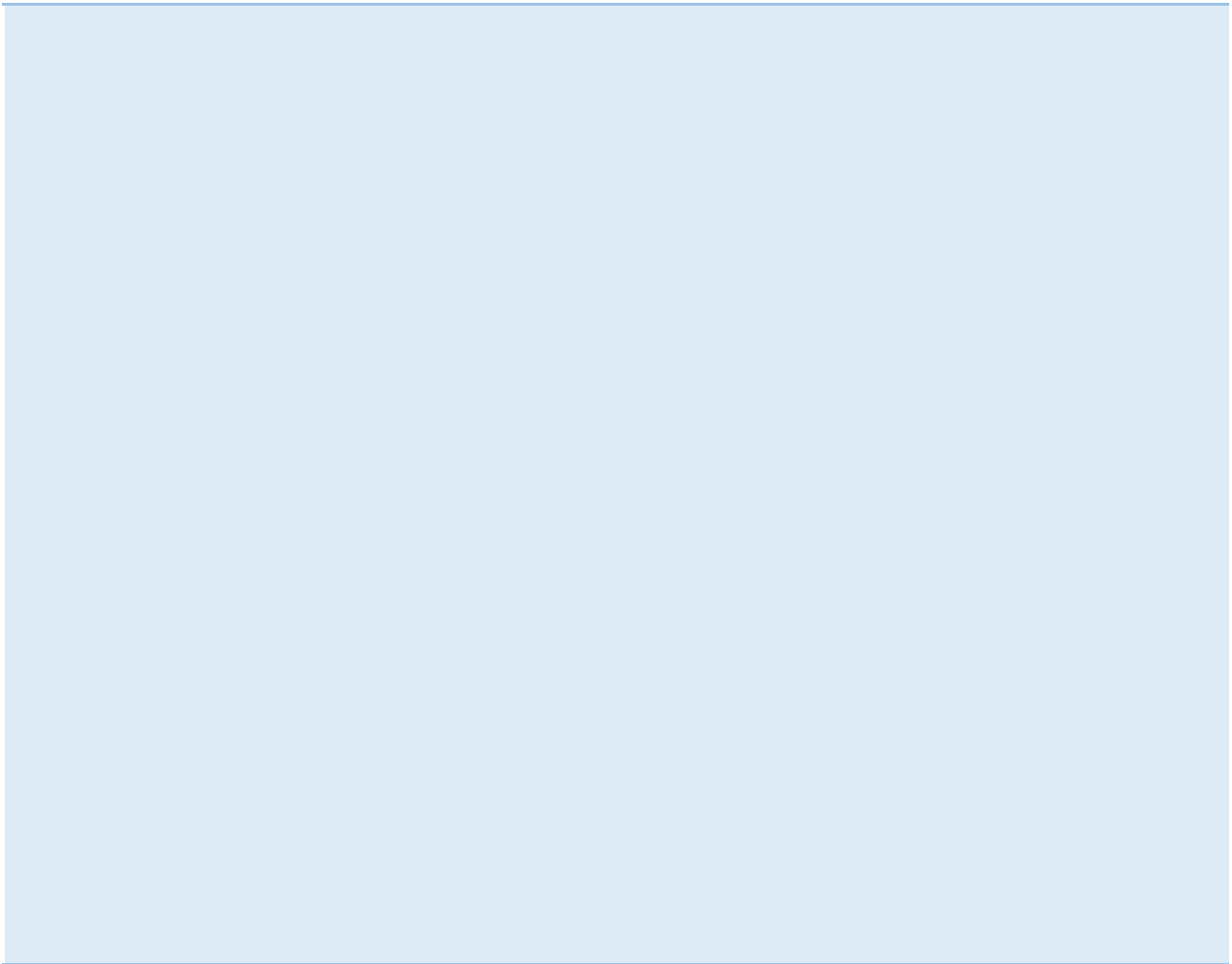




The plan lacks a focus on emerging jobs and forecasting the jobs of the future and the knowledge and skills that will be needed by our students to remain employable.



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Gifted and students who are proficient need to have the option to complete an assessment of competencies that is ISBE approved and aligned with a valid and reliable assessment for measuring skill proficiency. The CBE model and transitioning ELA and math addresses primarily students who may be deficient in their skills and career readiness. If the models can be more equitable and inclusive, the activities could reach more student populations.

As School Counselors, we are often given conflicting information regarding what is happening with industry credentials and possible employment opportunities. Often times, there is a fee involved to obtain these credentials, which our District is unable to absorb. We need industry backing so parents and students are informed on how these credentials can help a person become more employable. The inconsistent information provided does not help our cause. It would be helpful if the state agencies along with industry partners could create a validated list of industry-recognized credentials in Illinois. If that is not possible because of the local nature of labor markets, then establishing a check-list of criteria for determining a worthwhile credential from a phony credential.

IL Department on Aging

Workers who are knowledgeable about gerontology for all levels of work- high school/GED through Doctorate as well as vocational

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Question7

Closing the skills gap and provides learning opps for students.

It covers a lot of options allowing all students to be ready for life after high school even if a 4-year degree is not in their future. It also lays out a path so their is a direction/big picture for the students to see and follow.

That it aims to rebuild pathways for students into industry careers.

Increasing the post secondary education in the trades is very much needed. Great to see an increase in technical programs to narrow the skill gap. As an employer we are seeing a grow skill gap of people in the technical trades. Early encouragement of participating in trade programs to K-12 is a great idea to develop more interest from at an earlier age.

Ensuring equitable access is essential for students to see they have the ability to succeed whatever their endeavors may be. A focus of a personalized pathway steers the State of Illinois and schools away from the old two track system of college material not college material. Students and parents need to understand the uniqueness of a personal pathway, and schools need to honor each and every pathway. I do wish that career goals were focused above education goals as that educational goals should lead to career goals.

#### Influence of community and maintaining local context considerations

Supporting CTE is crucial in our changing world. It is vital that students are college and/or CAREER ready! Funding has to support such a vision.

The vision is great, however, the problem is the "equitable access". We want students to take advantage of the career pathways & endorsements without providing real opportunities to do so. I represent a small rural school. Many community colleges offer free dual credit classes or 50.00/class. However, our community college only offers a 25% discount. Each class is at least 287.00, and only a few classes are offered at that rate. If our students take any classes in the trades programs they pay full tuition. High school students taking college courses do not get scholarships or qualify for financial aid, which puts them at a disadvantage. At this point in time the vision is not equitable across the state. Most of the documents I have seen are geared for classes of 10 or more, which is also not equitable for a school who only has 10 seniors for example. You are not going to be able to get all 10 seniors to take the same class. These requirements are all geared toward large schools. Our school already has a Career Start program geared toward allowing students to get career endorsements, if we start putting requirements based on size, our students will not be included in this vision.



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The emphasis on equitable access and alignment for the completion of a personalized pathway.

All that it encompasses. Our students have more opportunities available than ever before and it is our responsibility to ensure that all pathways are known.

In encompasses a lot of areas.

That is wants to support all students

I like that it states it will be aligned based on community needs, but once again, I believe that we need to find a better way to connect the smaller communities and rural areas to the high demand employers and business opportunities.

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I agree with the CTE vision. I maybe this will get CTE moving in the right direction in Illinois.

Gives students opportunities to explore and discover career options.

It gives kids a way to there future

more hands-on learning

I do like the idea of the pathways and that it includes all learners.

Do Schools need more guidance

I like that there is an effort to include underserved populations.

meeting workplace needs

Not much. Kids are kids. Let them explore many options, not picking a path where they can't change their course. They are kids! Are you currently doing what you thought you wanted to do when you were 16 years old?

Collaboration between schools and businesses. Meeting community employers needs

I like that it supports all post-secondary options, including those options that don't include college.

CTE prepares students to make choices about vocations and career ready skills. CTE is a great program for students to learn and gain workplace experience.

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equitable access for all especially since we are in a rural setting

The emphasis on equitable access and alignment for the completion of a personalized pathway.

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Looks at Careers in Demand in local areas. allows for Schools to be connected to the local industries.

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I love the idea of having every student have a career pathway which aligns with industry and community needs. I assume that high school counselors will be the ones responsible for helping students explore and complete a personalized pathway. Given the number of students that high school counselors are currently responsible for makes this a very lofty goal, especially given the social emotional needs of many high school students.

It has positive intentional goals that is using the community to support the movement.

I like the fact that it talks about aligning to other state initiatives and mentions equity for all students.

We like the collaboration between secondary, postsecondary, and industry. We would hope that this new collaboration helps reduce the barriers to dual enrollment such as reducing the cost of tuition per credit hour for our students to dual enroll with our community college.

All aspects of the vision.

The notion of pathways for what we've traditionally identified as professions (such as education) is a positive change.

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Ideally, it sounds good.

This vision strikes the appropriate balance between industry/community needs and student choice in their education goals. It also highlights the importance of equitable access and supports which ensures equitable outcomes for all students.

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I appreciate seeing the equity tenet listed and the vision inclusive of special populations.

I like that an attempt is being made so all students have access to these opportunities. I also love the idea of each student having a personalized pathway upon graduation.

This is wonderful and expansive. It allows the inclusion of gerontology which has not been a focus and needs to be to address the issues that come long with our new longevity.

Question8

Question9

Yes

Prefer not to answer.

Yes

The current vision is adequate.

No

Describe:

Yes

The current vision is adequate.



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Yes Describe:

Yes The current vision is adequate.

The current vision is adequate.

Yes The current vision is adequate.

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Yes Describe:

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No

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Yes                      The current vision is adequate.

Yes                      The current vision is adequate.

Yes                      The current vision is adequate.

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| Yes                  | The current vision is adequate. |
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| Yes                  | The current vision is adequate. |

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| No                   | Describe:                       |
| Prefer not to answer | Prefer not to answer.           |
| Yes                  | The current vision is adequate. |
| Yes                  | The current vision is adequate. |

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| Prefer not to answer | Describe:                       |
| Yes                  | The current vision is adequate. |
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| Yes | The current vision is adequate. |
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| Yes | Describe:                       |
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| Yes | The current vision is adequate. |
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Yes                      The current vision is adequate.

Yes                      The current vision is adequate.

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Yes                      The current vision is adequate.

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Yes

Describe:

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Describe:

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Describe:

Yes

The current vision is adequate.

Yes

The current vision is adequate.

No

Describe:

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No

The current vision is adequate.

Yes

The current vision is adequate.

Yes

The current vision is adequate.

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Yes

Describe:

Yes

The current vision is adequate.

Yes

The current vision is adequate.



Question9Desc

The vision is very prescriptive for schools, and will be viewed as one more bureaucratic obstacle for our CTE teachers. These teachers are already dealing with many more immediate student concerns . The idea of making funding , which is already in short supply for these programs, tied to larger class sizes and more requirements will not make things better for our students. It appears from reading the draft that the intention or theme of the vision is more aimed at quantifying results for tabulation than for actually changing conditions and pathways for students. Who will be the ones to make all the changes and committees? Who will be paid for these new duties? Who will not? CTE vision authors would do well to look at how the Agriculture education has structured their funding models- AG programs are very well funded with low impact bureaucratic impact and students and teachers alike do well in these programs.

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...personalized pathway that enables them to achieve their career goals through educational opportunities.

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The vision is good. I would add funding to the rural schools to support having the right personnel to coordinate the vision and funding for students to be able to participate in the vision. Every school should have a college & career coordinator that can focus on the goals of this vision.

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I would like to see more vocational pathways in our area of the state offered to our students regardless of class size. Too often students are not allowed to experience their interests because there are "not enough" students interested. I also would like to see a guarantee that students who cannot afford to do dual credit or are not ready for dual credit do not have opportunities taken away because those that are and have taken that path no longer sign up for the opportunities at their high school. For example, 5 students decide to take dual credit at the local community college and then there are only a handful of students left interested in taking the course at the high school. The course then gets dropped and the students do not have the opportunity available to them.

More exploration and more DIVERSITY. Exposure to all kinds of fields, not just where they think they want at the time.

Middle school students need to be better exposed to CTE to help them make decisions before they get to high school.

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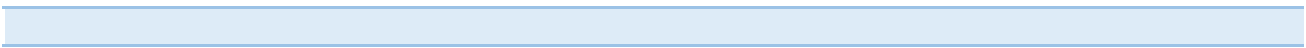
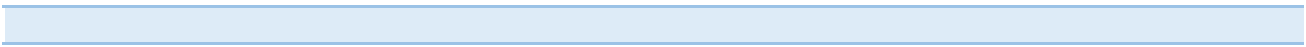
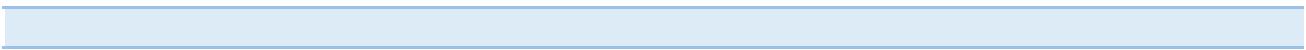
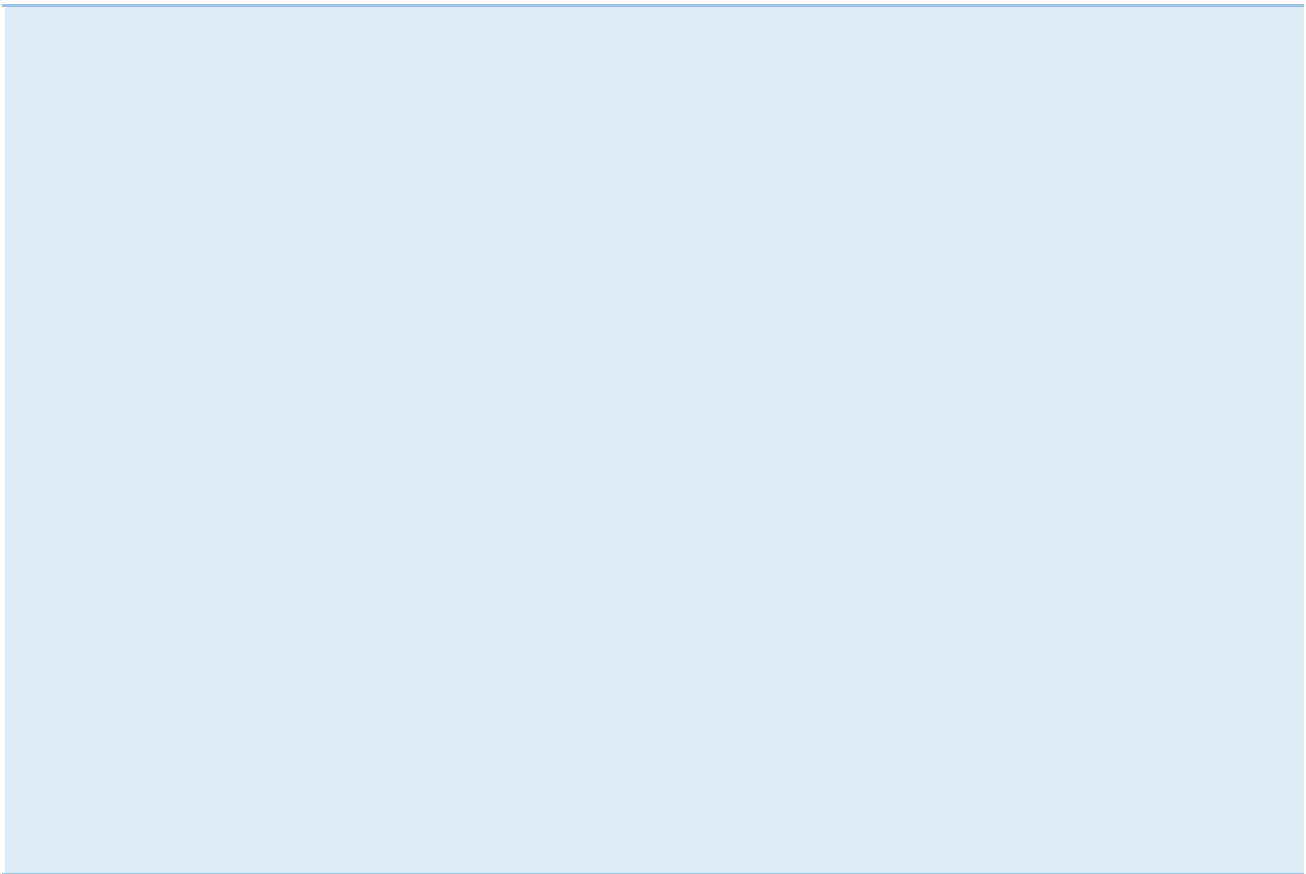
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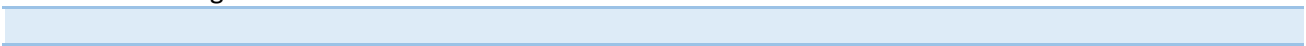
We need to better communicate with industries/businesses in each region so that we can determine which credentials will help our students become employed.

This vision needs to have clear descriptions of who will implement and create this pathway.

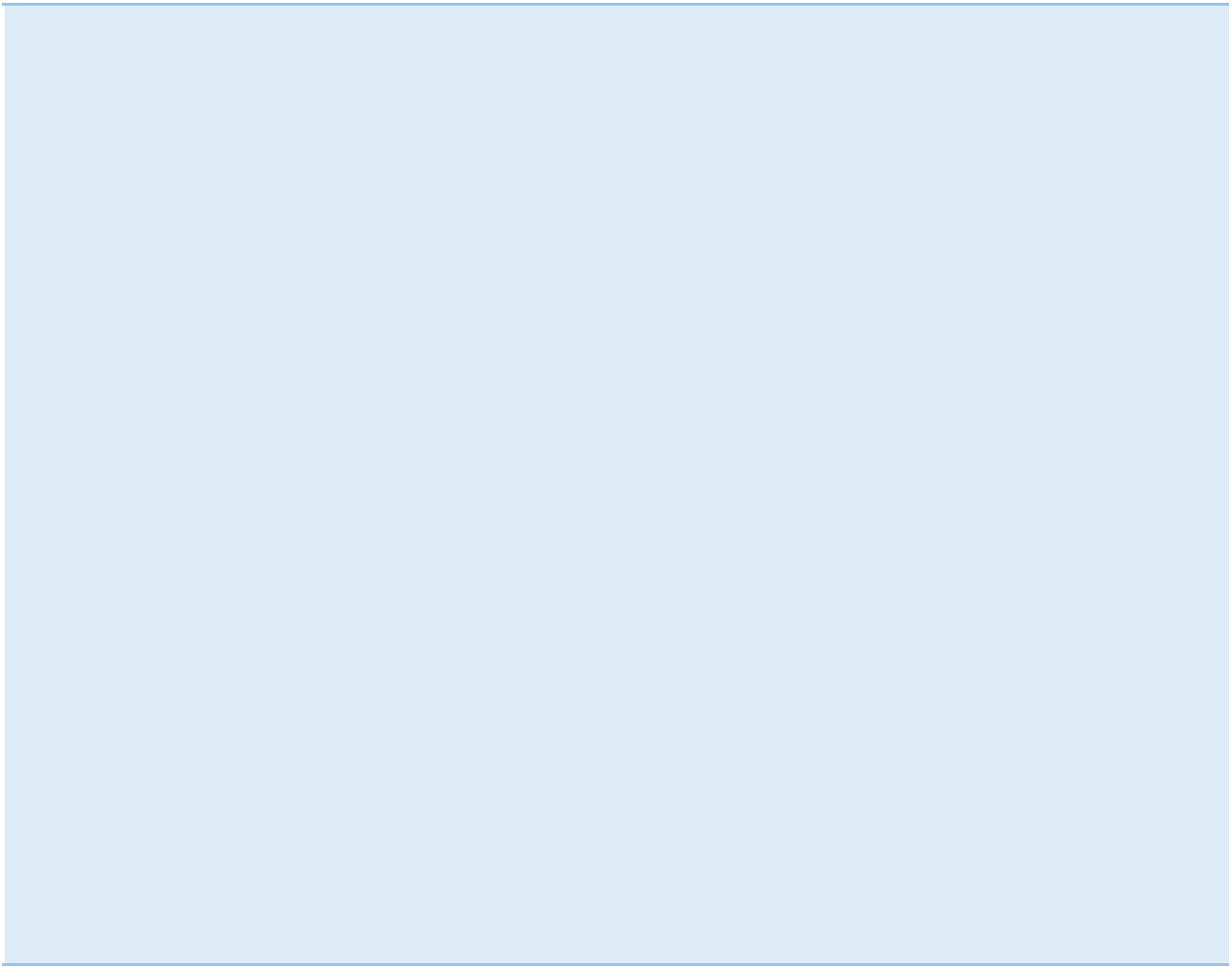
I am unsure of what a P-20 system is and that it should be adjusted to more common terminology that everyone can understand. I would like it to mention K-12 career development to help shift the focus of career exploration to the middle school level.



Again, I think more of the focus must be on the identification and jobs that will be available in the future and the knowledge and skills our students will need for those.



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I do think that special population needs to be defined especially since ELs and diverse learners are often not adequately supported in resources and teaching instruction in CTE. Additionally, there seems to be a gap in addressing instructor and teacher recruitment to make it possible to enact this vision in high-need schools and in schools where the population has a large number of students of color and low-income populations.

Question10

Question11

Goal 2

The current goals are adequate.

Goal 2

The current goals are adequate.

Goal 4

Describe:

Goal 1

The current goals are adequate.

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Goal 3      The current goals are adequate.

Goal 2      The current goals are adequate.

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Goal 2      The current goals are adequate.

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Goal 3      The current goals are adequate.

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Goal 2 Describe:

Goal 2 The current goals are adequate.

Goal 5 The current goals are adequate.

Goal 2 The current goals are adequate.

Goal 4 Describe:

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|        |                                 |
|--------|---------------------------------|
| Goal 2 | The current goals are adequate. |
| Goal 2 | Prefer not to answer.           |
| Goal 2 | Prefer not to answer.           |
| Goal 2 | Prefer not to answer.           |

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| Goal 2 | The current goals are adequate. |
| Goal 2 | Prefer not to answer.           |
| Goal 4 | Describe:                       |
| Goal 4 | The current goals are adequate. |

|        |                                 |
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| Goal 5 | Describe:                       |
| Goal 3 | The current goals are adequate. |
| Goal 3 | Prefer not to answer.           |

|        |                                 |
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| Goal 1 | The current goals are adequate. |
| Goal 2 | Prefer not to answer.           |

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Goal 2

Describe:

Goal 2

Describe:

Goal 4

The current goals are adequate.

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Goal 2

The current goals are adequate.

Goal 4

Describe:

Goal 5

Describe:

Goal 2

Describe:

Goal 2

The current goals are adequate.

Goal 5

Prefer not to answer.



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Goal 2

Describe:

Goal 2

Describe:

Goal 5

The current goals are adequate.

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Goal 2

Describe:

Goal 1

The current goals are adequate.

Goal 4

The current goals are adequate.

Question11Desc

Goal 1) Industry professionals have communicated to me that they do not prefer credentialing. The credentials referenced here are NOT state registered licensure (such as CNA),or industry certifications that carry actual value for the individual student. Those programs already exist. They have instead indicated that they prefer students to have a good understanding of basic skills and safety who are punctual and reliable that they can train for specific industrial jobs and careers. Most industry contacts have told me that these token credentials are essentially a waste of time. We need to be very careful where we press to increase credentialing, as it may not be a good fit for all sectors. This article in Education Dive is just one of many that I have read that align with what employers communicate with me:

<https://www.educationdive.com/news/report-industry-credentials-earned-in-high-school-out-of-step-with-employe/554272/>

Goal 5) The wording of this goal leads one to feel that the authors of the goal are convinced that current CTE teachers are inadequate. The wording of the goal, while laudable, seems somewhat demeaning to current teachers. If the ISBE aims to recruit and retain teachers in this area, this goal puts current and prospective teachers at odds with other aims of this plan. Current teachers already often deal with many and widely varied topics to alternate between throughout the day. Adding more documentation responsibilities, added training and larger class sizes will not make it easier to find and retain teachers. In fact, it will have quite the opposite effect. Strengthening current teacher education supports, streamlining teacher education programs and removing financial obstacles for current teachers and their programs (instead of increasing them) would be beneficial in finding and retaining highly skilled teachers. Many teachers are lost every year to less complex, higher paying industry jobs every year.

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I would have included increasing access to work-based learning as a goal instead of increase responsiveness to communities' workforce needs. Work-based learning provides students with valuable relevant experience no matter their eventual career pathway choice. My concern is that too much emphasis is placed on labor market needs that are not always well projected and can change. While work-based learning offers a quality experience for a student, no matter the labor market conditions.

Enable a networking system to better connect educators and students to businesses.

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I would not place the emphasis on the college credits... mainly because our local community college does not like to give our students early credit.

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College buy-in

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something related to work based learning - over 25% of our students attend the local community college and even more will go to vocational school or no school beyond high school

I would have included increasing access to work-based learning as a goal instead of increase responsiveness to communities' workforce needs. Work-based learning provides students with valuable relevant experience no matter their eventual career pathway choice. My concern is that too much emphasis is placed on labor market needs that are not always well projected and can change. While work-based learning offers a quality experience for a student, no matter the labor market conditions.

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Allow for more collaboration and choices in course work taught in the high schools that reflect the needs of the business or community workforce.

I would like a goal to be increasing the number of students who enroll in CTE programs or participate in Career Development activities.



Goals 1 and 3: Postsecondary and Industry-Recognized Credentials and Early College Credit Opportunities: Some of our business partners do not recognize credentials as much as specific skills learned – both technical skills and soft skills. The Program Data Review question: “Does the POS culminate in the attainment of a recognized postsecondary credential?” should be clarified to say postsecondary, industry-recognized, or local program recognized credential.

West Central Region has very little dual enrollment opportunities. The biggest barrier to dual enrollment for our students is the tuition per credit hour paid to our community college. We serve rural districts and districts with high poverty rates but our community college charges full tuition costs for dual enrollment courses. We have a few opportunities for Articulated Credit for Prior Learning at a reduced cost, but this is still charged by the credit unit rather than a flat program fee – why should the paperwork for a 6-credit hour course cost more than a 3-credit hour course? Furthermore, our local community college does not offer several of the programs offered at our Career Center and the next closest community college is over 100 miles from our Career Center, making it difficult to build those partnerships. We would ask that a more uniform plan is in place for the cost and recognition of postsecondary credit.

#### Goal 5: Teacher Credentials

Goal 5 is to ‘Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Teachers’. While we support this goal, we also must be realistic of our teacher shortage and difficulties in attracting and retaining high quality teachers to our rural western Illinois region. We would ask that the CTE certification requirements be reviewed to allow more individuals the opportunity to teach CTE courses.

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The focus on early college and dual credit does not serve every student. Career pathways that focus on employability skills and industry credentials will have the greatest impact on students.

For Goal 1- Increase Postsecondary and Industry-Recognized Credential Achievement we would like to see particular mention of narrowing the attainment gap for special populations as the state cannot reach its 60x25 goals without closing that gap.

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For goal 5, partnership with CTE professional developers is often tied to funds that are not equally accessible across school such as Project Lead the Way. There needs to be some incentive or way to ensure that schools that do not have the funding or students prepared to take on courses that are dependent on math and reading proficiency fall to the side.

Question12

Question13

Yes

The current description is adequate.

Yes

The current description is adequate.

Yes

Describe:

Prefer not to answer

Prefer not to answer.

Yes

The current description is adequate.

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Yes                      The current description is adequate.

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Yes                      The current description is adequate.

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Yes Describe:

Yes The current description is adequate.

Yes The current description is adequate.

No Prefer not to answer.

Yes The current description is adequate.

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Yes The current description is adequate.

Prefer not to answer Prefer not to answer.

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Yes The current description is adequate.

Yes The current description is adequate.

No Describe:

Yes The current description is adequate.

Yes The current description is adequate.

Yes Describe:

Yes The current description is adequate.

Prefer not to answer Prefer not to answer.

Yes The current description is adequate.

Yes Describe:

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Yes Prefer not to answer.

Yes Describe:

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Yes The current description is adequate.

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Yes

The current description is adequate.

Yes

Describe:

Yes

The current description is adequate.

No Describe:

Yes The current description is adequate.

Yes Describe:

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No

Describe:

Yes

The current description is adequate.

Prefer not to answer

Prefer not to answer.

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Yes

The current description is adequate.

Yes

The current description is adequate.

No

The current description is adequate.

Question13Desc

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achieving the goals and targets named in Perkins V. While the Accelerating and Expanding Career Pathways section describes in general a collaborative partnership between ISBE and ICCB, it does not specifically mention some of the issues that will potentially keep Illinois from realizing the targets and goals set forth in Perkins V.

This section does not name the topic of disparate access to meaningful dual credit as a specific barrier that will require intense collaboration and support between the agencies and their counterpart local entities. Instead it speaks at a broad, general level without setting specific areas for improvement in coordination and collaboration.

In the Incentivizing Local Alignment section, it should be mentioned that Local Workforce Investment boards, a primary partner in the Perkins V draft and mentioned frequently throughout the text, does not require a secondary CTE representative.

After speaking with some of my state colleagues, they, either as EFE or Area Career Center Director, are represented on their LWIB. However this invitation to serve on a board seems to be regional in nature and not a requirement. The secondary member of the Kane, Kendall and DeKalb County LWIB is the ROE Superintendent for Grundy/Kendall County. It seems that in addition to secondary members such as ROE Superintendents there should be a secondary member that is responsible for the administration of the Perkins funds in the region. Their membership is listed here for your review.

All other partners described in the Perkins V draft plan, including business and industry and postsecondary, have representation on the Local Workforce Investment Board. This is a specific area for improvement in the Incentivizing Local Alignment section. Require a secondary CTE representative, responsible for secondary Perkins funds, on all boards.

The coordination and collaboration section could be strengthened with more specific areas for

Local Businesses need to speak to school board members

Letting kids have lots of opportunities in multiple areas

There needs to be more CTE coordinators in our state to help facilitate the efforts of CTE.



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achieving the goals and targets named in Perkins V. While the Accelerating and Expanding Career Pathways section describes in general a collaborative partnership between ISBE and ICCB, it does not specifically mention some of the issues that will potentially keep Illinois from realizing the targets and goals set forth in Perkins V.

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The coordination and collaboration section could be strengthened with more specific areas for

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While there are agencies and initiatives to promote the alignment, finding or allowing time to implement the planning and program building is missing. Communication about these resources and trainings to happen have not been clear.

Funding:

The secondary to postsecondary split of 60% secondary and 40% postsecondary needs to be at least maintained or changed in favor of secondary. The slide show figures listed 283,000 secondary CTE students as opposed to 131,000 postsecondary CTE students. It was not clarified whether the postsecondary number included secondary students who dual enroll, but it most likely does count those students in both the secondary and postsecondary numbers. These figures justify keeping the allocation split at a minimum of 60/40 or increasing the secondary split to 70/30. In addition, secondary is being asked to provide career exploration opportunities to students in grades 5-8 which would further spread our funding below secondary students to elementary and junior high students.

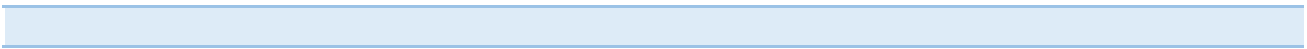
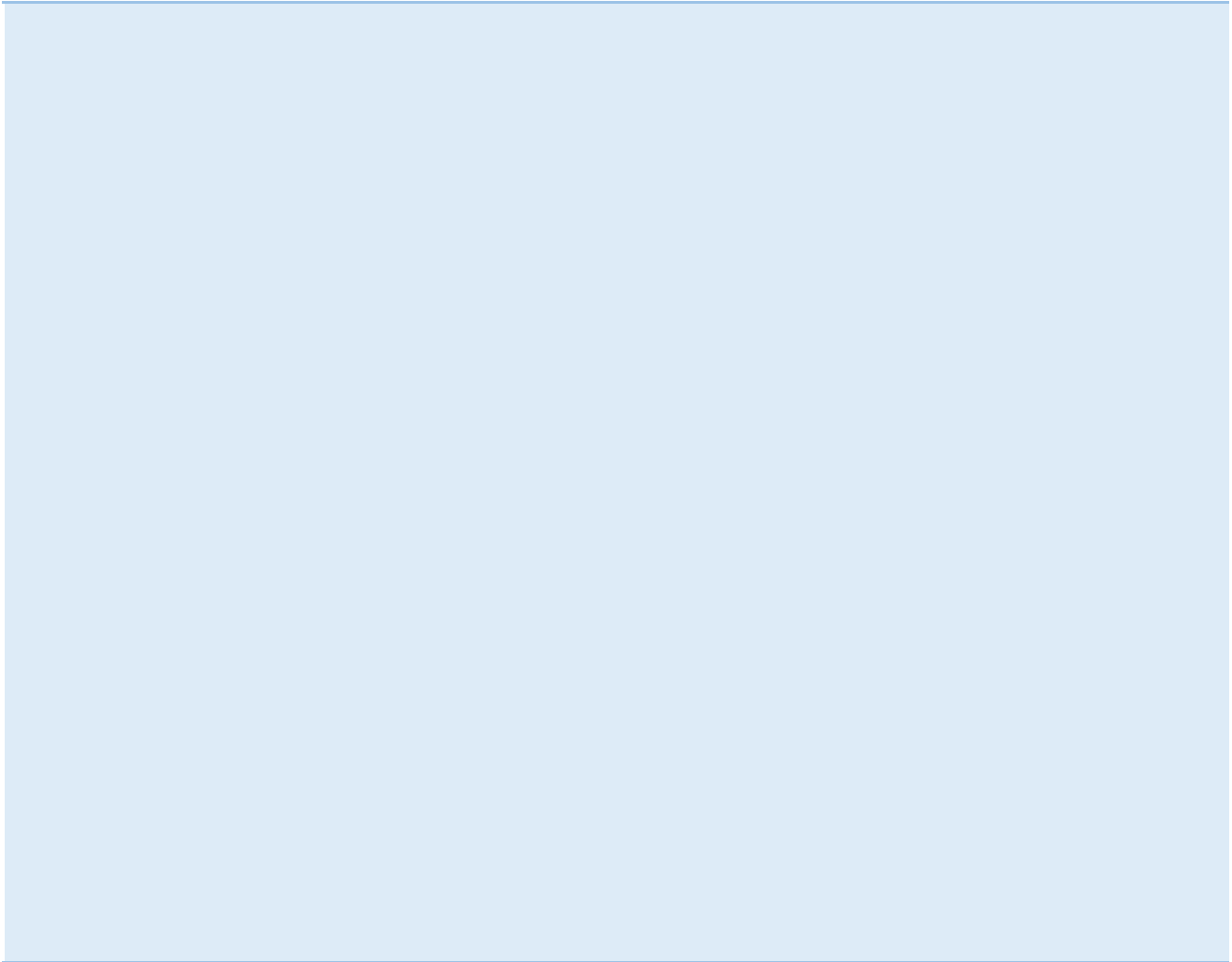
The Reserve Fund Competitive Grants were explained to be for rural areas and areas with gaps in performance, but that Area Career Centers would not be eligible for these reserve fund competitive grants. Please explain this reasoning. Quincy Area Vocational Technical Center serves numerous rural districts, including districts that do not have the staff and students to support CTE program growth. QAVTC offers programs that complement local district programs and provide wider CTE opportunities to students in Adams, Pike, and Hancock counties. Area Career Centers serving rural schools should be eligible recipients under all competitive grants.

It was also mentioned that the Evidence Based Funding formula would eventually be used as part of the regional funding formula. While school districts receive EBF, Area Career Centers do not. How will the EBF affect Area Career Center funding?

The current draft program requirements will result in smaller, less well funded districts being unable to compete for Perkins V funding. For example, the requirement that class sizes be at least 10 is going to be unattainable for many small districts. The plan must include either the opportunity for districts to act as a single entity to access funding OR, and more logical, is that class size for K-12 should mirror the community college model of board policy.

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The coordination and collaboration seem to be competitive. Outcomes from various programs need to be shared and funding allocated accordingly.



[Redacted]

[Redacted]

[Redacted]

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Question14

Program of Study Development;#Dual Credit Enhancement;#Comprehensive Professional Learning;#Open Ec

Program of Study Development;#Expansion of Integrated Education and Training;#Expanding Innovative Deli

Expanding Innovative Delivery Models;#Program of Study Development;#Comprehensive Professional Learni

Program of Study Development;#Dual Credit Enhancement;#Open Educational Resources;#Comprehensive P

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Dual Credit Enhancement;#Enhancing Data Accountability Systems;#Expansion of Integrated Education and T

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Dual Credit Enhancement;#Comprehensive Professional Learning;#Improving Career Guidance and Academic

Dual Credit Enhancement;#Improving Career Guidance and Academic Counseling;#Expanding Innovative Del

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Improving Career Guidance and Academic Counseling;#Program of Study Development;#Comprehensive Pro

Comprehensive Professional Learning;#Improving Career Guidance and Academic Counseling;#Expansion of

Dual Credit Enhancement;#Open Educational Resources;#Expanding Innovative Delivery Models;#Improving

Improving Career Guidance and Academic Counseling;#Open Educational Resources;#Program of Study Deve

Comprehensive Professional Learning;#Improving Career Guidance and Academic Counseling;#Dual Credit Er



Program of Study Development;#Dual Credit Enhancement;#Expansion of Integrated Education and Training

Program of Study Development;#Dual Credit Enhancement;#Improving Career Guidance and Academic Coun  
Improving Career Guidance and Academic Counseling;#Program of Study Development;#Dual Credit Enhanc

Improving Career Guidance and Academic Counseling;#Expansion of Integrated Education and Training;#Con

Comprehensive Professional Learning;#Expanding Innovative Delivery Models;#Improving Career Guidance a

Enhancing Data Accountability Systems;#Comprehensive Professional Learning;#Improving Career Guidance  
Improving Career Guidance and Academic Counseling;#Expanding Innovative Delivery Models;#Dual Credit E

Program of Study Development;#Expanding Innovative Delivery Models;#Enhancing Data Accountability Syst  
Dual Credit Enhancement;#Expanding Innovative Delivery Models;#Improving Career Guidance and Academi

Dual Credit Enhancement;#Comprehensive Professional Learning;#Improving Career Guidance and Academic

Dual Credit Enhancement;#Improving Career Guidance and Academic Counseling;#Program of Study Develop

Dual Credit Enhancement;#Program of Study Development;#Expansion of Integrated Education and Training

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Dual Credit Enhancement;#Improving Career Guidance and Academic Counseling;#Program of Study Develop

Improving Career Guidance and Academic Counseling;#Program of Study Development;#Comprehensive Pro

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Comprehensive Professional Learning;#Expanding Innovative Delivery Models;#Improving Career Guidance a

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Improving Career Guidance and Academic Counseling

Improving Career Guidance and Academic Counseling;#Comprehensive Professional Learning;#Expansion of

Dual Credit Enhancement;#Improving Career Guidance and Academic Counseling;#Expanding Innovative Del

Program of Study Development;#Dual Credit Enhancement;#Comprehensive Professional Learning;#Improvir

Improving Career Guidance and Academic Counseling;#Expansion of Integrated Education and Training;#Pro

Dual Credit Enhancement;#Enhancing Data Accountability Systems;#Expanding Innovative Delivery Models;#

Expanding Innovative Delivery Models;#Open Educational Resources;#Program of Study Development;#Expa

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Expansion of Integrated Education and Training;#Expanding Innovative Delivery Models;#Improving Career C

Program of Study Development;#Improving Career Guidance and Academic Counseling;#Expanding Innovativ

Dual Credit Enhancement;#Improving Career Guidance and Academic Counseling;#Open Educational Resourc

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Expanding Innovative Delivery Models;#Improving Career Guidance and Academic Counseling;#Enhancing De

Improving Career Guidance and Academic Counseling;#Program of Study Development;#Comprehensive Pro

Program of Study Development;#Expansion of Integrated Education and Training;#Expanding Innovative Deli

Question15

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Describe:

ing Career Guidance and Academic Counseling

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Question15Desc

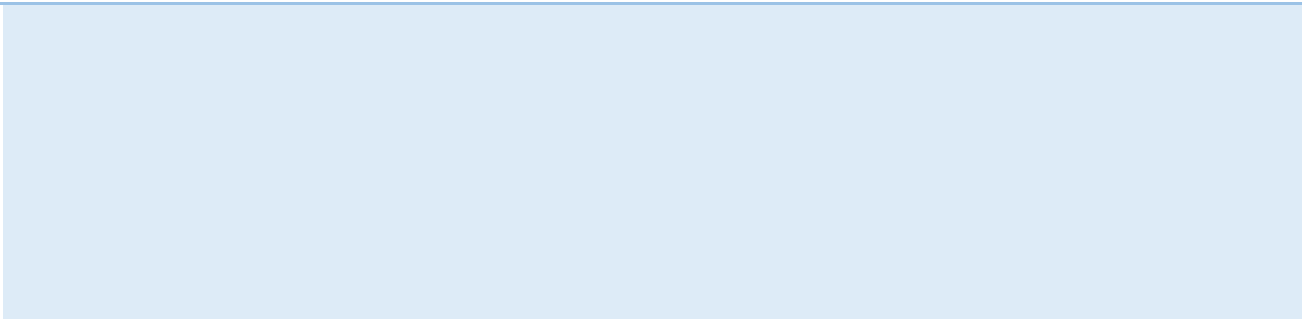
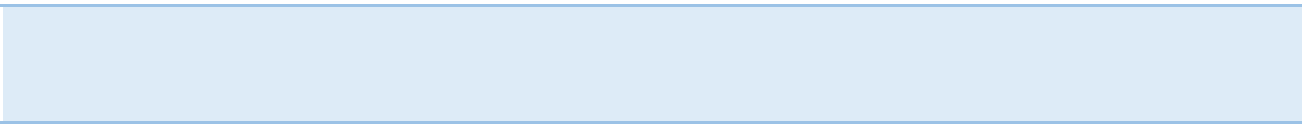
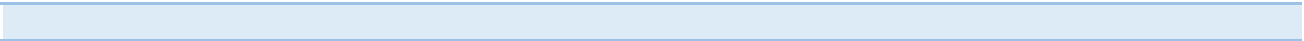
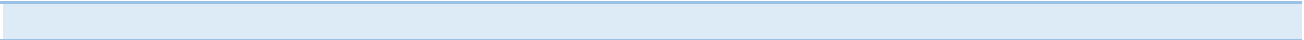
How do existing programs fit into this plan?  
Who will buy out the time needed for people to create this model of learning ? does that fall to the sate, the districts , the teachers?  
What are the criteria for "quality programs of study"  
What are the criteria for Highly Qualified and Effective Educators?  
What voice do stakeholders in this process ?





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Additional clarity would be if ISBE had a draft of the Program Quality Rubric for review by stakeholders or described their intended adoption of an existing tool such as the ACTE Quality CTE Program of Study Framework. Clarity is needed in this section to give meaningful feedback. Without access to either the state developed draft tool or the intention to adopt an existing tool it is difficult to provide meaningful feedback in this section. My preference would be to adopt an existing tool.



Need community businesses to get directly involved in the description writing process

Needs to be linked to local needs, not just Chicago.

Better communication and planning. More CTE coordinator jobs are needed for this state.

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Additional clarity would be if ISBE had a draft of the Program Quality Rubric for review by stakeholders or described their intended adoption of an existing tool such as the ACTE Quality CTE Program of Study Framework. Clarity is needed in this section to give meaningful feedback. Without access to either the state developed draft tool or the intention to adopt an existing tool it is difficult to provide meaningful feedback in this section. My preference would be to adopt an existing tool.

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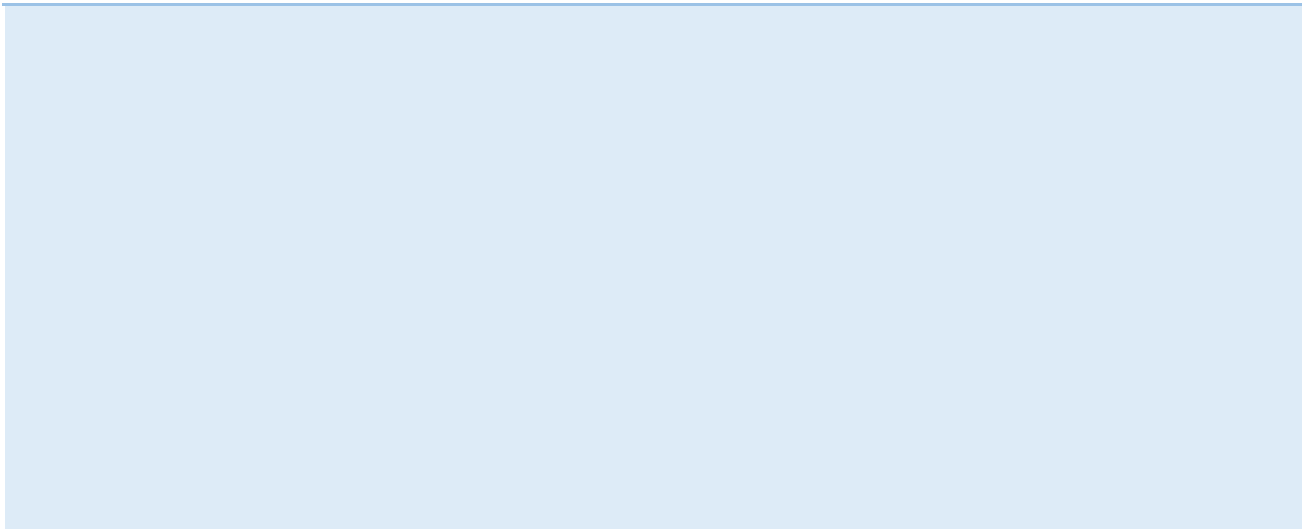
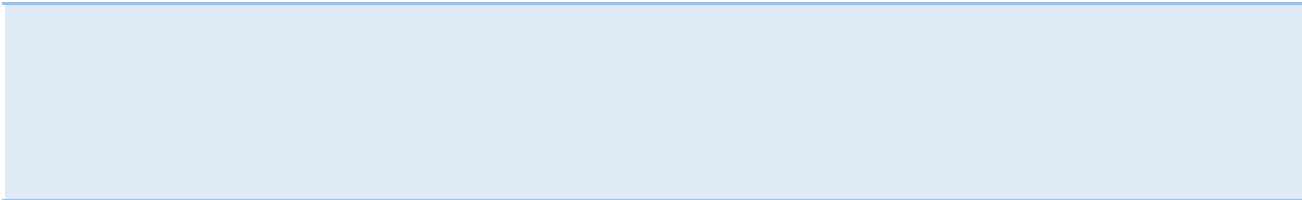
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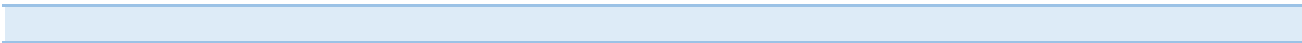
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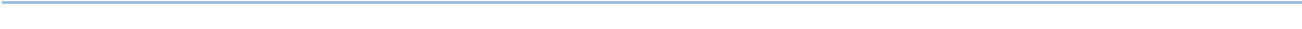
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More clarity by what this page is referring to exactly. Is this the implementation of a new POS that is not yet an existing in the State CIPs, or is this any POS that a school wants to add period.



;;#Expansion of Integrated Education and Training

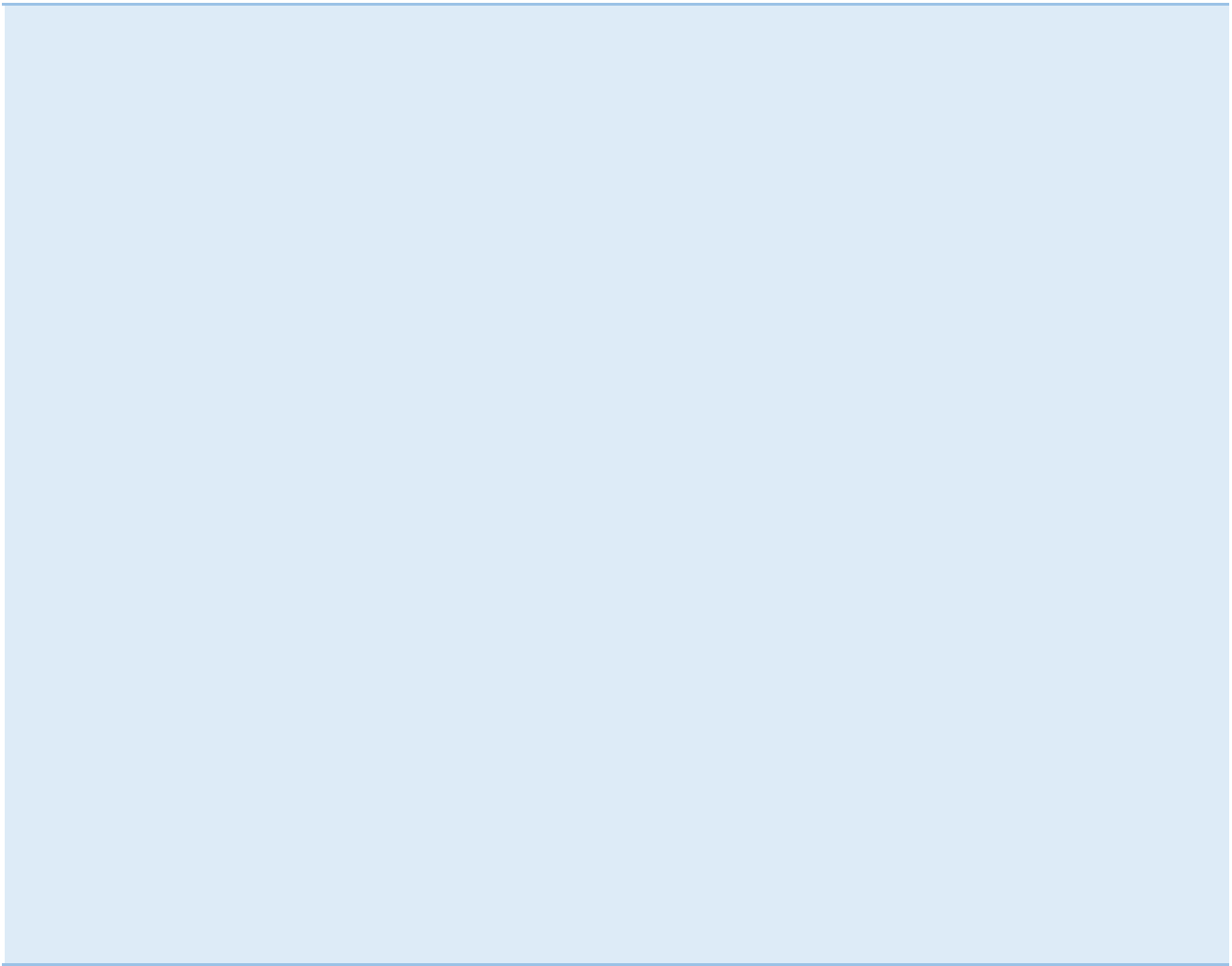


Size, Scope, and Quality:

WCR serves a very rural area; we feel that it is unfair to dictate that high school programs have a minimum of 10 students while community college size definition allows for local board policy. Why is this not consistent across both entities? Our rural schools offer quality programs to small classes. Class size does not and should not dictate the quality of a program of study. Programs that do not meet the size requirement should not be forced to solely rely on local funds.

Attention needs to be given to jobs of the future and to the integration of artificial intelligence in the workplace.

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[Redacted]

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[Redacted]

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Question16

The current description is adequate.

The current description is adequate.

Describe:

Prefer not to answer.

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The current description is adequate.

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Prefer not to answer.

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The current description is adequate.

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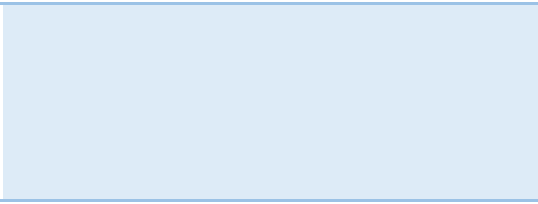
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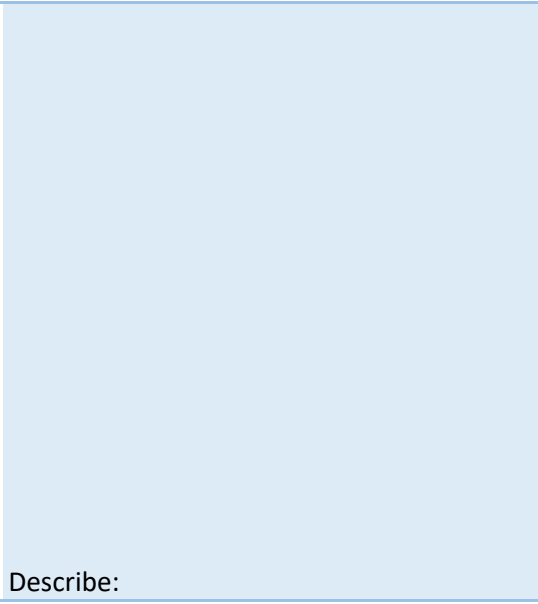
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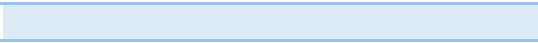
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Describe:



Describe:



Describe:

The current description is adequate.

Describe:

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Describe:

Describe:

The current description is adequate.

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The current description is adequate.

Describe:

The current description is adequate.

Question16Desc

Do current or existing programs qualify? If so, to what lengths do those programs have to go to prove adequate?

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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The emphasis on labor market need is a concern area. While it is certainly important that CTE programs remain relevant to the local communities' workforce needs, I have serious concerns with the implementation potential. Labor market data is projected on historical trends. No labor market professional has a crystal ball to see into the future. Projections are educated guesses.

I would imagine that all EFE regions have programs that don't neatly align to current labor market needs. However, the programs enjoy strong student interest, develop critical employability skills, offer participation in CTSOs, and meet quality components of a CTE system.

The language in the PDR and LNA (page 7) including "for CTE programs that are not aligned to State or Regional Labor Markets, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program" discourages the continuation of programs that do not neatly match labor market trends.

In the VALEES region, districts eliminated programs like manufacturing including welding and machine tool in the 1980s and 1990s when the belief was everyone would go to college for a white collar job. Equipment was sold and CTE laboratory spaces converted to classrooms. We are now working to reverse this 1980s and 1990s prediction of the future as it did not materialize and we are instead very much in need of the blue and new collar workforce that CTE programs prepare students to enter.

Programs that align with the quality components of a CTE system and meet the size, scope and quality guidelines and other Perkins V objectives should not be discontinued or forced to solely rely on local funds.

More funding is needed. State catalogs are missing areas of study and doesn't allow schools to adapt as fast as the job market changes.

I don't feel that it is right that it has to be something needed locally. Due to being a smaller area I wouldn't expect all students to stay local. IF we don't educate them on what can be done elsewhere they will never know their options.

Employment needs should not be in just the area of the school. If students wanted job training for a career that is in high demand in a different, should be given that opportunity to be trained in that area.

Need a post high school education trade school partnership

Can't assume every student wants to stay in their hometown. No access for internships in a rural area.

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Who will be in charge of this?

I think it is very important that POS rubric that ISBE is developing is available to view during the next round of public comment so that the process can have more context at the secondary level.

Size, Scope, and Quality:

WCR serves a very rural area; we feel that it is unfair to dictate that high school programs have a minimum of 10 students while community college size definition allows for local board policy. Why is this not consistent across both entities? Our rural schools offer quality programs to small classes. Class size does not and should not dictate the quality of a program of study. Programs that do not meet the size requirement should not be forced to solely rely on local funds.

The local stakeholders should place more focus on the jobs of the future. Greater flexibility should be encouraged so that districts can use IGAs to act as single entities IF class size requirements remain unchanged.



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## ISBE Program Quality Rubric

The supplemental Size, Scope, and Quality criteria submitted as a PDF on ISBE's Perkins V web page is an improvement over the quality criterion described on page 45 of the draft plan. The supplemental quality criterion better aligns federal Perkins V requirements with existing state CTE structures and initiatives, particularly career pathways and statutorily adopted definitions of work-based learning activities, and rigorous standards. Most importantly, this criterion will define several critical terms including equity gaps, student supports and interventions, and priority occupations. These shared definitions and structures facilitate high-quality programming aligned with state college and career readiness goals, including strong community partnerships, a continuum of work-based learning, multiple entry and exit points, and early college credit, including stackable credentials.

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You need to include someone in the trenches, i.e. High School Counselors. Often times, plans are developed without the input of someone who is actually working on a daily basis with students. We can provide valuable input into what we are seeing and hearing from today's youth, If we're not involved, then how can you determine if the implementation phase will work?

Question17

The current methods described are adequate.

The current methods described are adequate.

Prefer not to answer.

The current methods described are adequate.

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The current methods described are adequate.

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Describe:

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The current methods described are adequate.

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Prefer not to answer.

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Prefer not to answer.

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Describe:

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Prefer not to answer.

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Describe:

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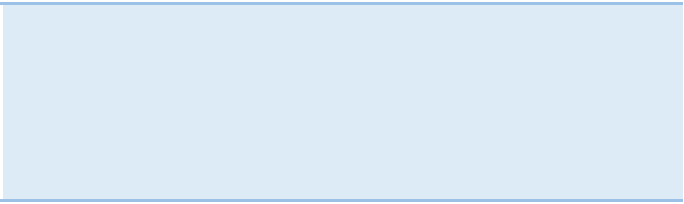
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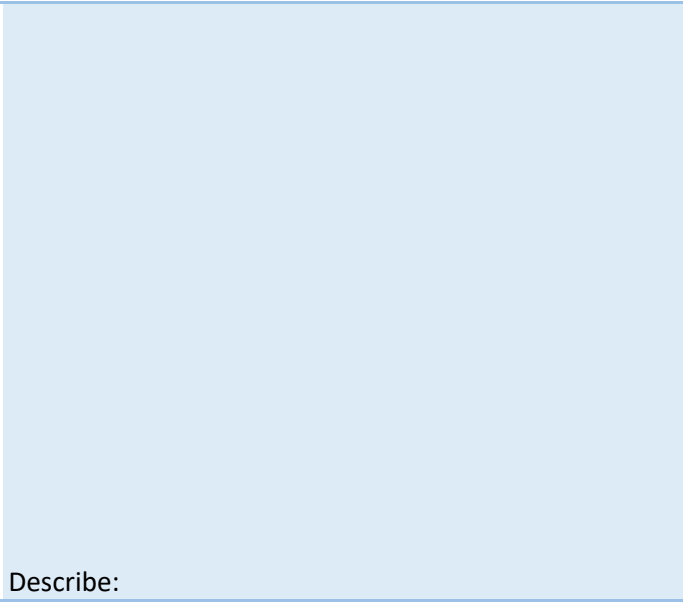
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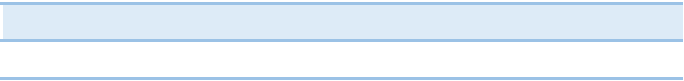
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Describe:



Describe:





The current methods described are adequate.

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The current methods described are adequate.

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The current methods described are adequate.

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The current methods described are adequate.

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Describe:

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Question17Desc

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[Redacted text]

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The ISBE could improve their communication to the stakeholder group EFE Directors by establishing in advance a minimum of two professional development days per year. Publishing those dates in August with locations and times and at least two weeks before making available detailed agendas. The support my community college colleague receives from ICCB through the Perkins Administrator cohort group could be a model.

I will never be able to attend monthly SDLC meetings in Springfield, but I would absolutely commit to attending twice annually focused and intentionally planned EFE Director professional development/training. The support ICCB is providing to their Perkins Administrator cohort could be a model for ISBE to provide support to EFE Directors.

Contact directly to those of us in the classroom.

ISBE and ICCB need to go to each community and speak one on one with corporations.

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Simplify. It's so mumbled and long, who would want to read all that?

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through more professional development

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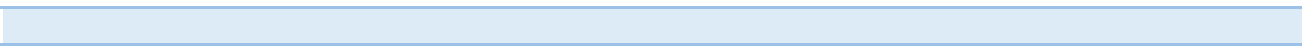
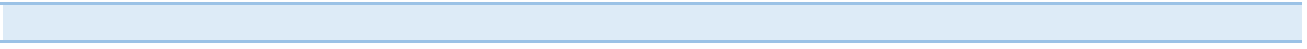
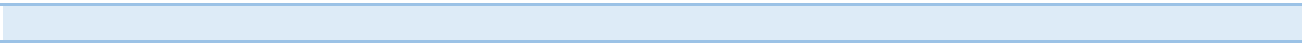
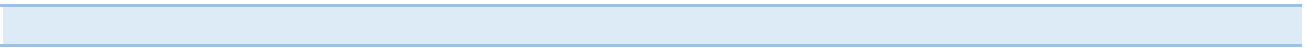
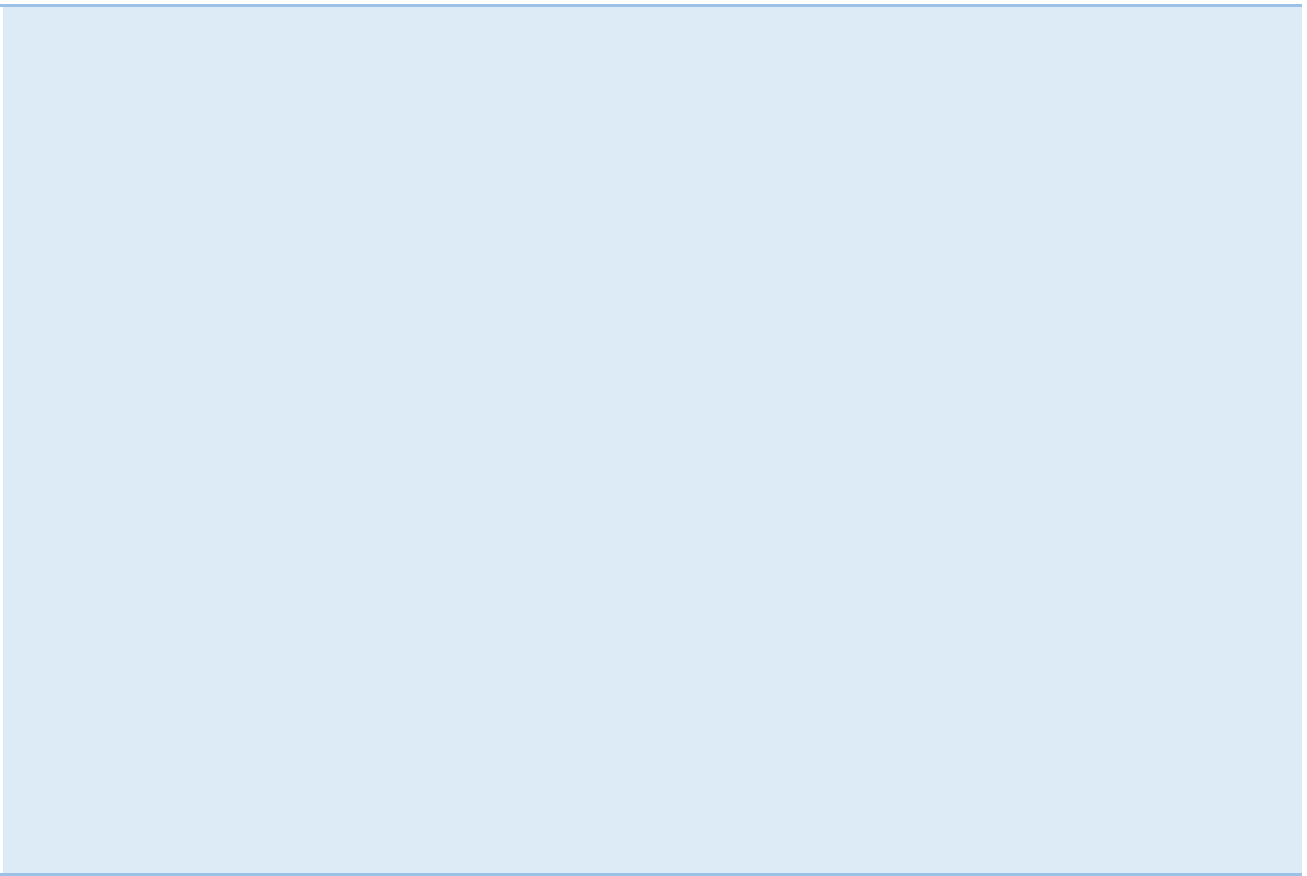
Direct mailings, more emails or webpage postings. I would encourage a facebook page or collaborative site for multiple stakeholders to share information.

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Relying on local agencies such as EFEs and Community Colleges to host joint events in their region. This will create more local attendance and help foster relationships at the local level.

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ISBE should require high school districts to publish available programs of study on the Report Card to improve equitable access. The plan mentions ISBE’s newly-designed CTE webpage as a resource for students to learn about programs of study; however, because that site is not organized by district, students could end up exploring programs unavailable to them. Some, but not all, districts display their CTE courses under the “School Highlights” section, leaving some students and families able to see and choose among CTE programming options while others may not know these programs even exist. A list of available programs of study should not provide additional data collection burdens as districts and EFE’s will be reporting on new and existing programs of study every two years in the Comprehensive Local Needs Assessment.

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Professional organizations such as the Society of Women Engineers should also be included. Communication needs to address the gap in skill and leadership. Students especially women and minorities need to be connected to opportunities that are more than entry level.

Please be more specific on the modes of communication you plan to use to spread the word. Social media will definitely have to be a part of your plan.

be sure to include a large consortium of career sectors- ask industries to develop marketing to inform of career opportunities and trajectory of education to achieve the industry credentials.

Question18

The current structures described are adequate.

The current structures described are adequate.

Prefer not to answer.

The current structures described are adequate.

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Describe:

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The current structures described are adequate.

The current structures described are adequate.

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Describe:

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The current structures described are adequate.

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Prefer not to answer.

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Describe:

Prefer not to answer.

The current structures described are adequate.

Describe:

Prefer not to answer.

The current structures described are adequate.

Describe:



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Describe:

Describe:

The current structures described are adequate.

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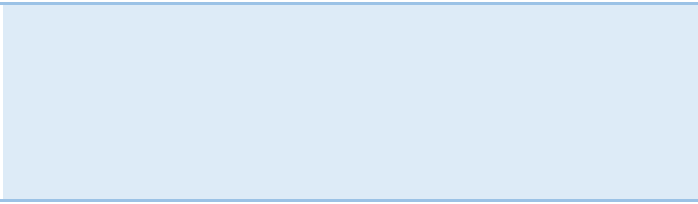
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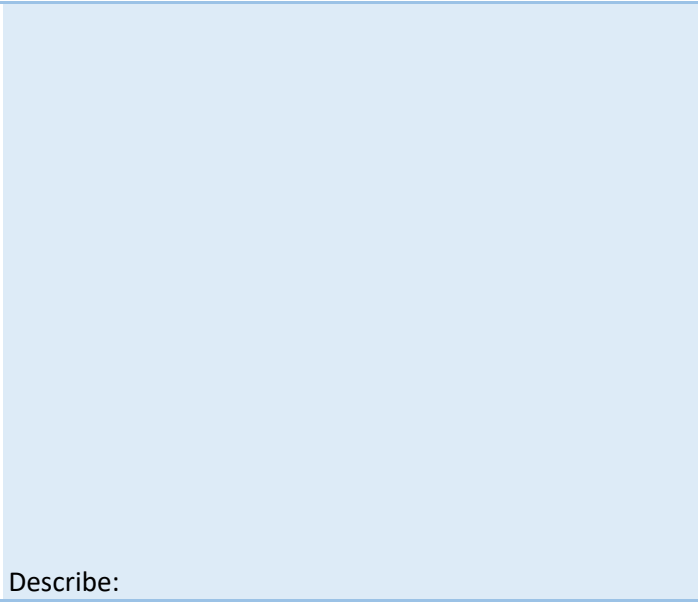
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Describe:



Describe:



The current structures described are adequate.

The current structures described are adequate.

The current structures described are adequate.

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Describe:

The current structures described are adequate.

The current structures described are adequate.

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The current structures described are adequate.

The current structures described are adequate.

Describe:

Question18Desc

Currently most workforce groups have allocated all of their resources to out of school youth although the Federal law permits use for in school youth. The boards currently partner with community colleges to deliver programs to the community. This should be recognized in determining the split of funds in Perkins.

The plan states that a 'seamless transition' should occur between the two systems; however, in our region the college has failed to work with high schools to develop a remedial English pathway or a technical math pathway. Development of the remedial English course has been under consideration for at least four years.

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As mentioned earlier, secondary CTE is the only stakeholder not required to be represented on Local Workforce Investment Boards.

The Perkins V Core Team described on page 34 should solicit local barriers Perkins entities are having to full implementation and meaningful progress towards the goals and targets and use these barriers to plan their Perkins V Core Team activities. Perkins V Core Team activities should support solution finding and implementation at the local level.

Get administrating none sense off our backs and let us teach the students.



help high schools find partners in post high school education and training

TIME and resources (money). The last time decision makers were in the classroom shouldn't have been when they were students.

More advisory boards starting in middle school and carrying on to high school level. The state should fund more vocational and technical trade schools to enhance CTE programs.

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include CTE teachers in on making decisions on what gets taught or how it gets taught in the state

What additional structures can help secondary institutions, postsecondary institutions, and the workforce work more collaboratively together?

As mentioned earlier, secondary CTE is the only stakeholder not required to be represented on Local Workforce Investment Boards.

The Perkins V Core Team described on page 34 should solicit local barriers Perkins entities are having to full implementation and meaningful progress towards the goals and targets and use these barriers to plan their Perkins V Core Team activities. Perkins V Core Team activities should support solution finding and implementation at the local level.

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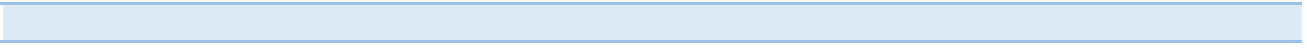
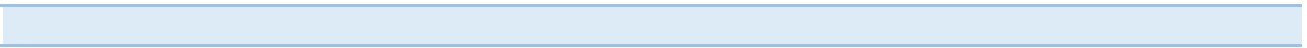
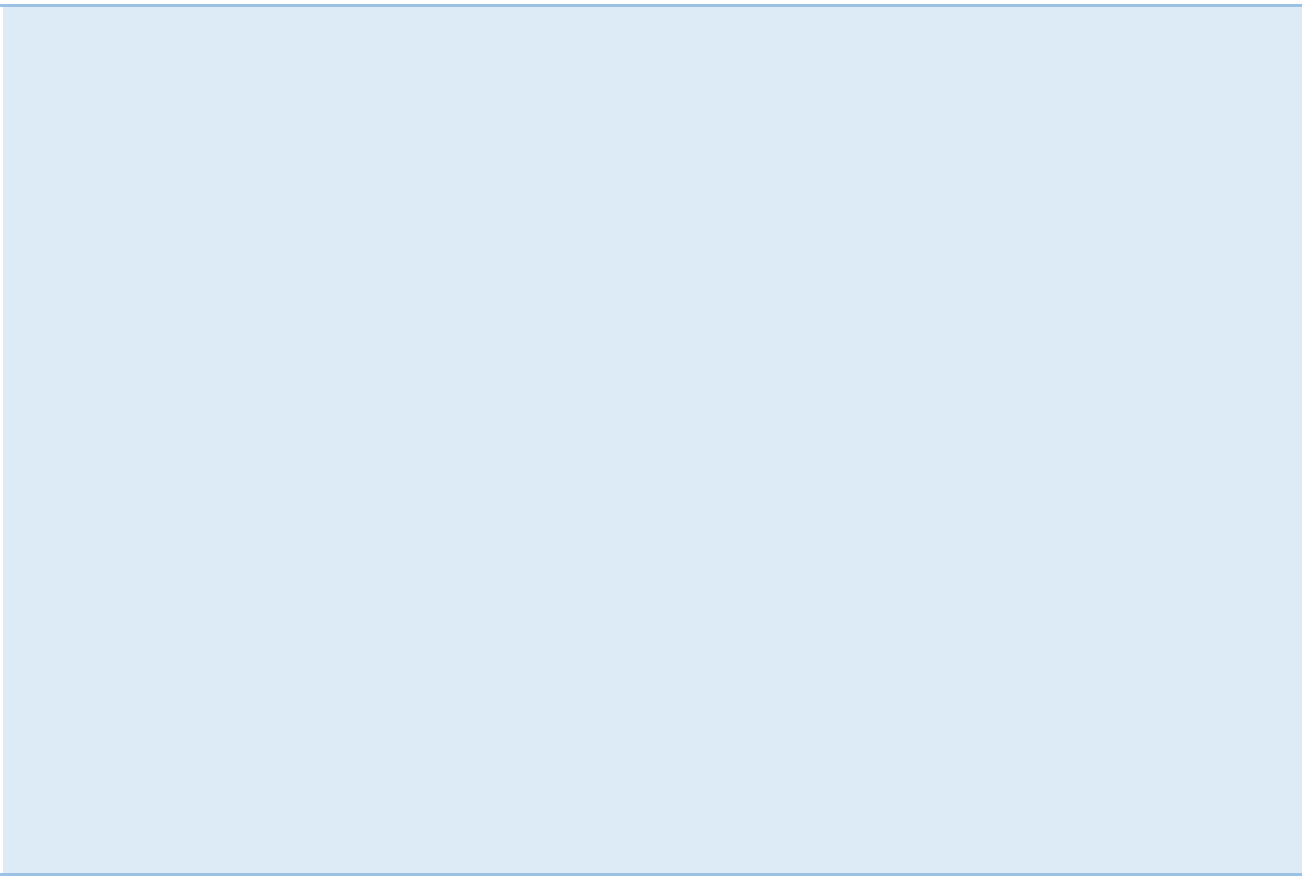
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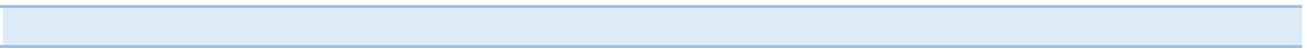
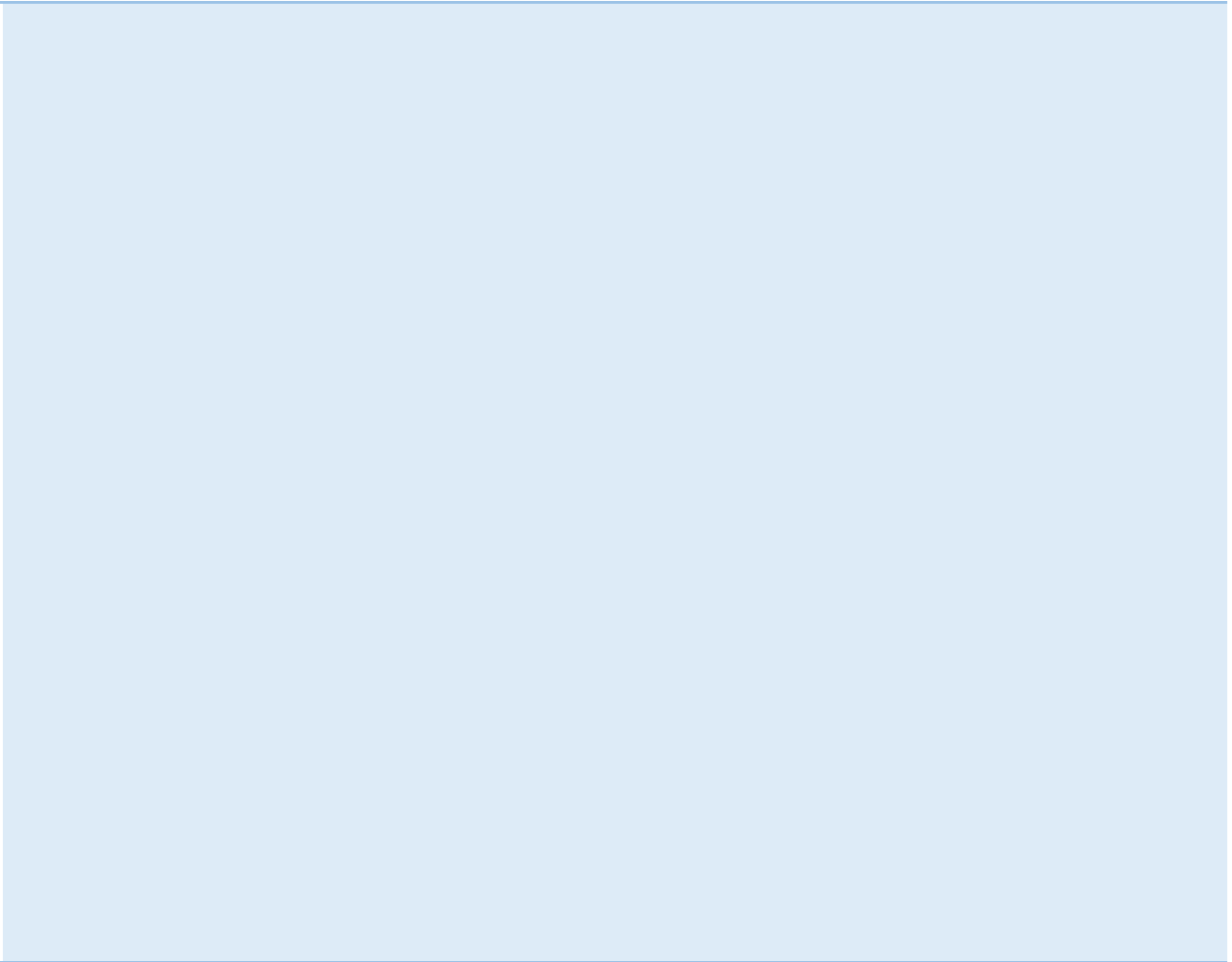
Go through Regional Offices of Education or local community colleges to bring the different groups together.

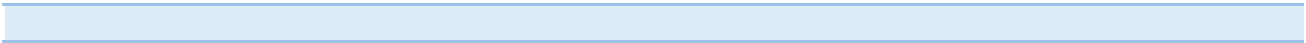
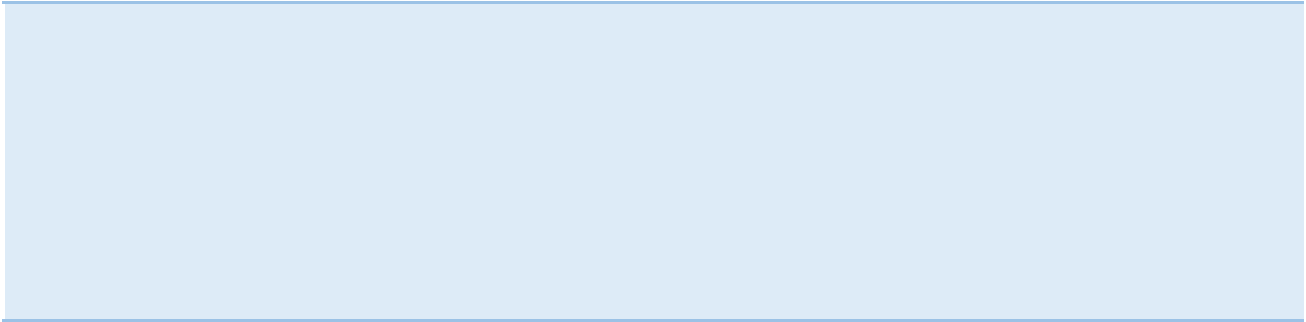
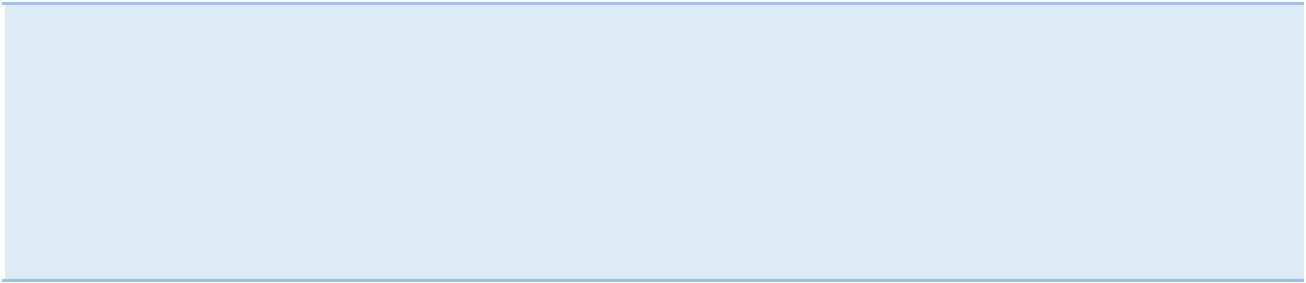
I believe that local workforce boards should be required to have a seat on their board for local community colleges and education for employment offices.



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Required meetings between partners.





Developing collaborations within the current structure of government- i.e. working with IL Department of Aging's Older Adult Services Advisory Council Workforce committee

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Question19

The current supports described are adequate.

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Prefer not to answer.

The current supports described are adequate.

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Describe:

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The current supports described are adequate.

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Prefer not to answer.

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Prefer not to answer.

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Describe:

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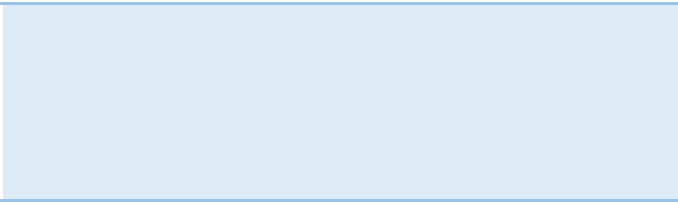
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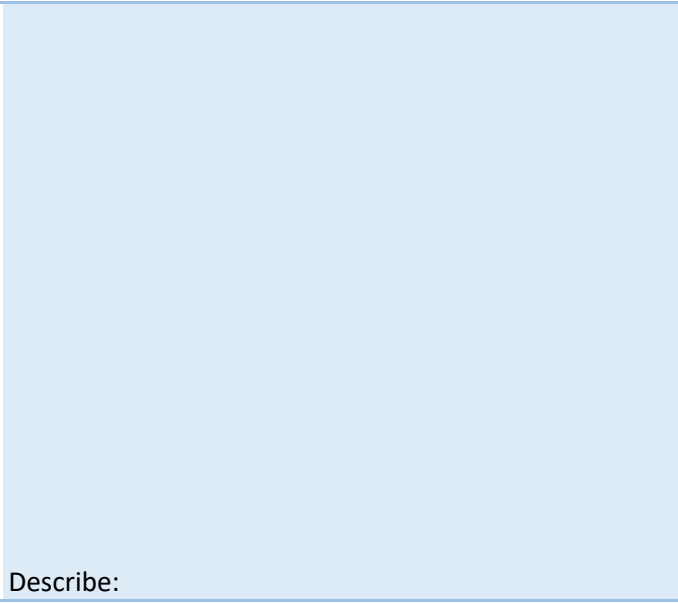
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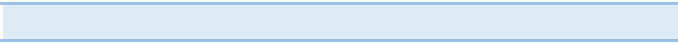
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Prefer not to answer.



Describe:



The current supports described are adequate.

The current supports described are adequate.

Describe:

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Describe:

Describe:

The current supports described are adequate.

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Describe:

Describe:

The current supports described are adequate.

Question19Desc





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First, local recipients need timely and accurate data reported from the state Student Information System. At no time should local recipients be asked to recreate data that is submitted annually to the state.

An ISBE commitment to releasing data on an established schedule should be made. All data should come with a “dictionary” of terms and the exact formula used to compute the local performance target result. Additionally, all fields of secondary system SIS used in the formula should be identified. Making data informed decisions to close performance gaps depends on high quality data that is explainable to stakeholders and includes a dictionary of terms, SIS fields, and formulas.

Once we have reliable data that can be explained, local entities in the VALEES region will need specific actionable strategies on the topics of: recruiting nontraditional students, improving the academic achievement of minority students, and reducing disparate access to dual credit in the region.

Funding

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Smaller class sizes to better serve students individually.

time money and facilities

Accept that there will be some gaps. Make room for those who are unable to achieve the standard.

More staff to facilitate

Meeting more frequently, more advisory boards, more CTE Coordinators within communities to monitor CTE programs between districts.

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be quicker and explicit in what you think we need to be doing to better prepare our students for the workforce

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Much of our issues in meeting demands in not enough funding for facility upgrades. I still don't see funding from Perkins to help this issue.

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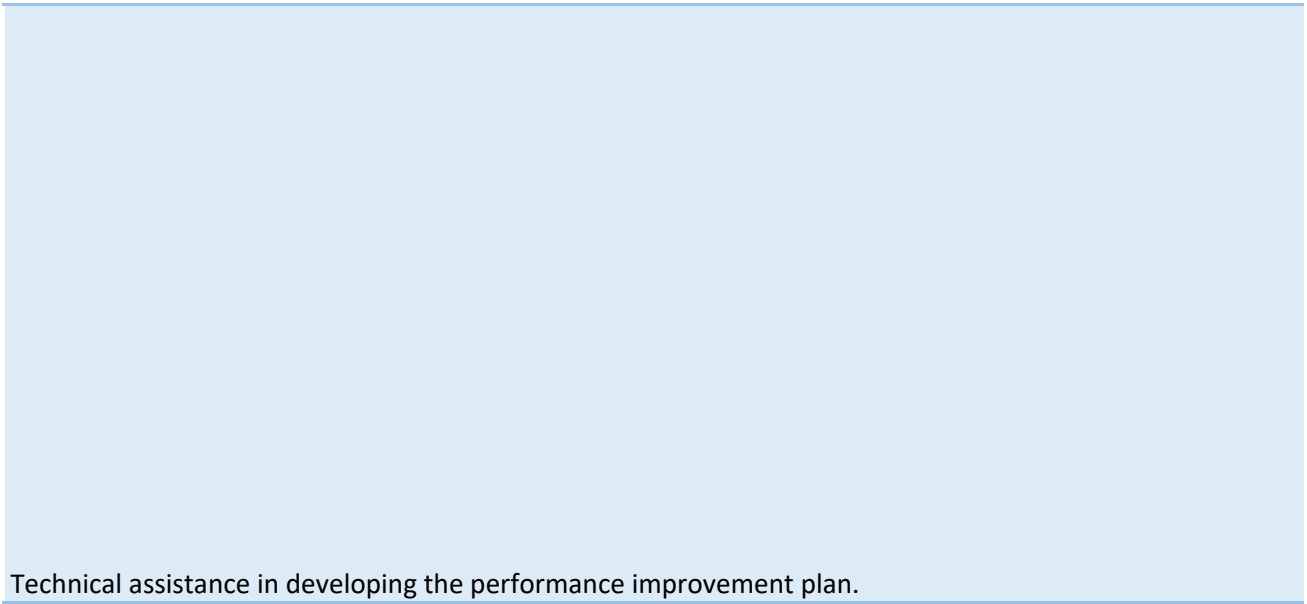
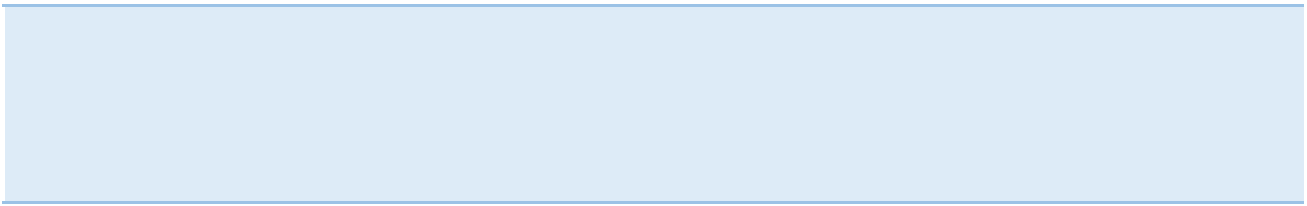
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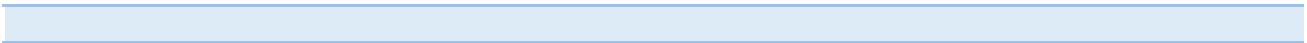
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Technical assistance in developing the performance improvement plan.



While the introduction of evidence based funding in the K-12 system has begun to address the disparity in resources available to provide CTE education, it will be some time before our state's less well funded districts can compete with our state's best funded districts. We suggest that at least part of the Perkins V funds be set aside to provide for equipment purchases for our less well funded districts. Further, it is unclear how local businesses cooperating with local schools will ensure that our students have the chance to prepare for the jobs that are available state-wide. We need to find ways to ensure our students have the chance to prepare for employment within Illinois in communities other than those in which their parents reside.

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Teacher mentors for new teachers. PLC's according to career clusters and pathways.

ISBE should require Performance Improvement Plans (PIP) for districts if special populations are not meeting performance targets, regardless of whether the local recipient is meeting those targets overall. This concept was inspired by the state's ESSA plan, which matches districts with state supports if subgroups are performing in the bottom 5% for the state and does not allow districts with underperforming subgroups to earn the state's highest accountability designation. As written, the draft plan only requires PIP's from recipients if their performance is not above the yet-defined state-adjusted performance targets. This could exempt some districts with underperforming special populations from being held accountable for the success of all students. By creating PIP's for underperforming special populations, the state will emphasize the importance of success for all students and help move us towards accomplishing the state's 60x25 postsecondary goals.

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Outcomes for performance plans should include addressing readiness such as school communication with feeder schools and district schools in the region. There should be accountability not just for the school but all of the schools in the district to ensure the equity gap is reduced.

Work based learning opportunities are so important. As the Job Shadow Coordinator for our school, I can attest to the value of these opportunities. All students should have access to this wonderful career experience.



Question20

Describe:

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Prefer not to answer.

The current strategies described are adequate.

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The current strategies described are adequate.

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The current strategies described are adequate.

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The current strategies described are adequate.

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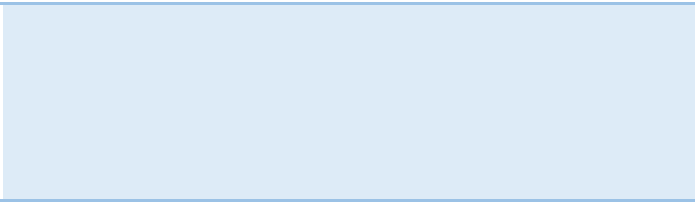
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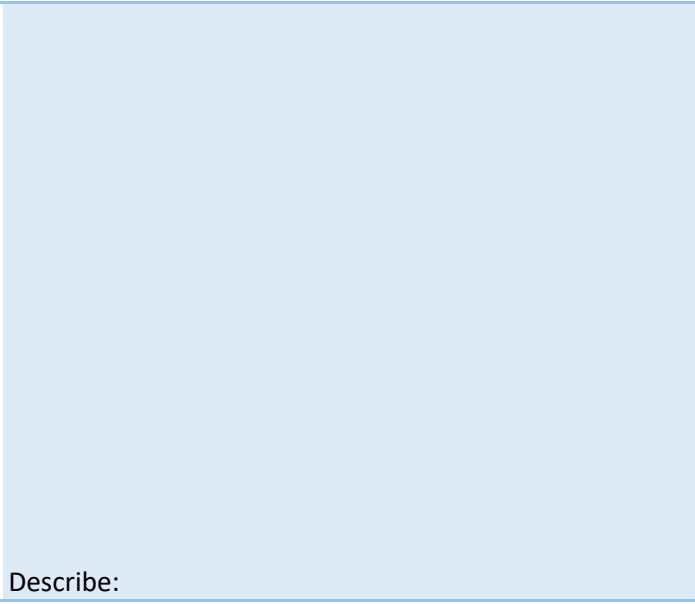
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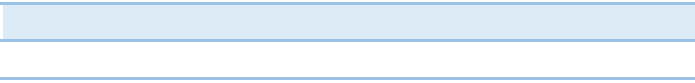
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The current strategies described are adequate.

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The current strategies described are adequate.

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Describe:

The current strategies described are adequate.

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**Question20Desc**

Post secondary institutions understanding the value of dual credit opportunities and how it HELPS not hurts their enrollment and future student enrollment.

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Implement better remediation programs at the high school level to allow students to meet the ACCUPLACER placement requirements for certain CTE programs and academic coursework.

Need to take an honest look at the barriers at the community colleges to dual credit. Our community college offers no dual credit in Spanish or Science. It would be in the best interest of students to not only access the CTE programs but to be able to complete their general education requirements while in high school. Some type of accountability measure needs to be put in place for post secondary to demonstrate they are partnering.

Grants for secondary teachers should be development to assist with the cost of continuing education to meet dual credit requirements.

Schools need specific funding for students to take these courses. The funding requirements cannot have class size restrictions, otherwise the rural small schools will not be able to offer this program to the students who would likely participate in the skilled trades programs.

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college credit takes three forms: dual credit, articulated credit and credit for an industry recognized credential. When discussing the secondary program quality indicator the Perkins V written draft plan (page 63), refers to dual credit and other “credit transfer agreements.”

It is important that both agencies understand and measure the impact of other “credit transfer agreements” in addition to dual credit. I would ask that:

All stakeholders understand what data is being used for measuring dual credit. Is this SIS data, community college data? What specific fields in SIS? Etc.

That a plan for recognizing and collecting data for other “credit transfer agreements” is established.

Textbooks - Two main barriers exist in the VALEES region for adopting CTE dual credit - teacher qualification and cost of textbook adoption. Encouraging post-secondary to adopt OER as textbooks can help with the cost of textbook adoption. Alternatively, allowing textbook purchases in the Perkins and CTEI grants for the purposes of adopting dual credit could also eliminate a barrier.

Qualifications to Teach - There is significant disparity in opportunity across the state for school districts to engage in dual credit agreements with their community college partners. That disparity is attributable to secondary teacher qualifications AND to differences in community college interpretation and implementation of such policies as the Dual Credit Quality Act and the Higher Learning Commission Guidelines for Institutions and Peer Reviews for Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices. The disparity in opportunities for dual credit is NOT simply and only a secondary teacher qualification issue.

Quoted text from the HLC guidelines include:

[Redacted]

[Redacted]

Colleges want to make barriers to High school teachers teaching dual-credit.

Dual credit would only be beneficial if it can go to any college and not a specific community college like in our area.

[Redacted]

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better overall teacher support and buy in - to many people are only worried about what they teach and not the bigger picture for all students

have it linked to an apprenecship program so the students can generate and income sooner.

Make them free. Make colleges REALLY replace a course needed - not just accept the credit. Huge difference Pay for high school teachers to get their Masters Degree so that more could be offered.

Financial assistance with dual credit offerings would be helpful. Also, allowing dual credit students to be eligible for FAFSA would help the families better afford dual credit courses.

More work place field trips, partnerships, and competitions between VALEES members

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allow more articulated credit - I have a BA in Business Administration - worked in finance as an assistant manager - have taught business and social studies for over 20 years - have a MA in Business Education and another 44 hours in graduate work and still barely qualify to get my students credit for college - yet I am qualified to teach in college - doesn't make sense

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Quoted text from the HLC guidelines include:

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I feel that we may be encouraging college level skills at the high school level. Does dual credit or dual enrollment opportunities actually increase a student's competency in the subject matter for these career pathways? Maybe the mandate should decrease the amount of time that students spend in high school and allow for students to move on to the college level at an earlier age.

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An MOU between ISBE and ICCB for the state that caps the cost of dual-credit programs, and requires all Community Colleges to develop dual-credit agreements with their local school districts.

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West Central Region has very little dual enrollment opportunities. The biggest barrier to dual enrollment for our students is the tuition per credit hour paid to our community college. We serve rural districts and districts with high poverty rates but our community college charges full tuition costs for dual enrollment courses. We have a few opportunities for Articulated Credit for Prior Learning at a reduced cost, but this is still charged by the credit unit rather than a flat program fee – why should the paperwork for a 6-credit hour course cost more than a 3-credit hour course? Furthermore, our local community college does not offer several of the programs offered at our Career Center and the next closest community college is over 100 miles from our Career Center, making it difficult to build those partnerships. We would ask that a more uniform plan is in place for the cost and recognition of postsecondary credit.

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Students should be allowed to explore career pathways and earn an industry credential that doesn't necessarily relate to college credit.

ISBE could explore

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Is there any thought to how AP courses that overlap with CTE courses can also offer dual credit to students such as AP Computer Science Principles? How will the dual credit option impact teacher recruitment? Often dual credit requires teachers to have a master's degree or 18 hours plus school or experience in the field. There is already a teacher shortage and a shortage of teachers from special populations.

Integrated opportunities for field experience to better understand careers in order to be interested in pursuing a dual credit pathway.

Question21

The current activities described are adequate.

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The current activities described are adequate.

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The current activities described are adequate.

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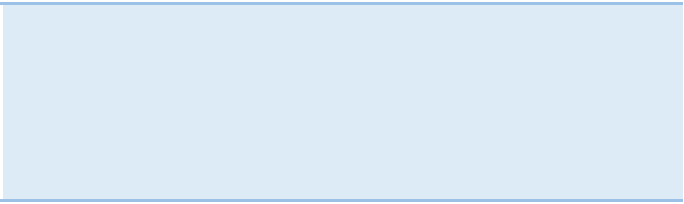
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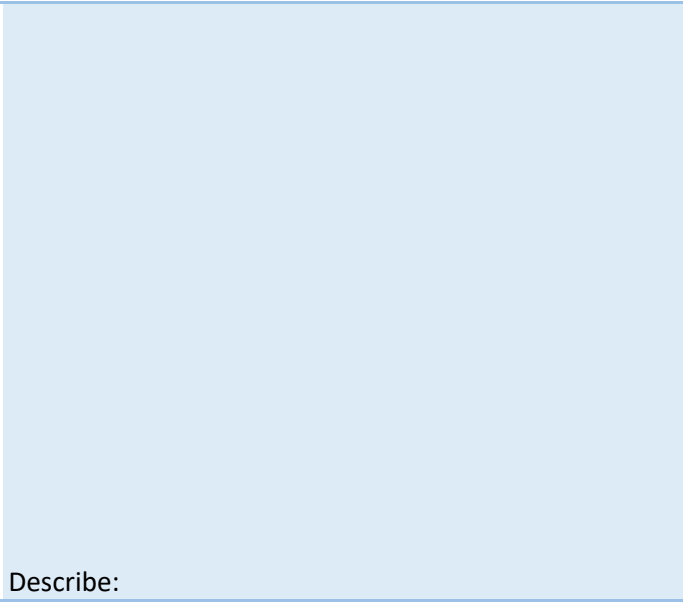
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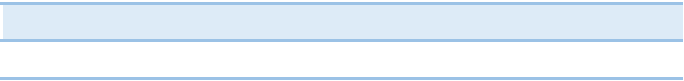
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We need to look at the age requirements for the skilled trades. High school students are between 17-18 when they graduate. Most manufacturing companies require employees to be 18+ to work for them. If the goal is to get kids into those jobs upon high school graduation we need to lower the age to 17. If the age is 17, they could at least start an apprenticeship or internship to gain some workplace skills before entering the workforce.

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The description of activities on pages 41 - 43 include references to items that are not yet available for review such as Appendix N and the state developed programs of study for SFY20. Appendix N should be made available before the official Department of Education required public comment period as it is an official part of the draft plan. It is impossible to comment on whether the advisory committee described by Appendix N is complete or if there are additional stakeholders who should be included without seeing Appendix N.

If the fully developed POS are not available before the public comment period, at a minimum the names of the four that will be developed should be included in the draft for public comment. If the state is committed to having at least four POS developed “by the end of SFY2020” (page 42), then at least the broad career cluster areas or titles of the POS should be available for review by January.

Actually get data and information from those of us in the classrooms.

Do more than just a meeting to sit and talk about it.

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Relax on the expectations that a teenager knows what career they want to pursue.  
Somehow connect businesses with schools to increase workplace knowledge and opportunities.

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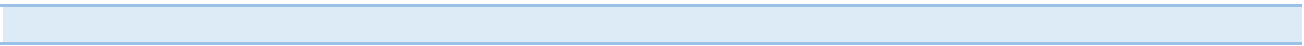
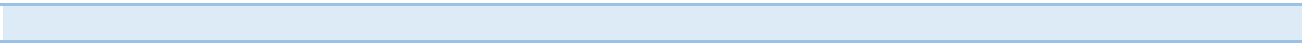
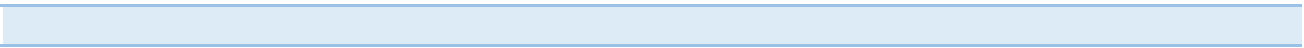
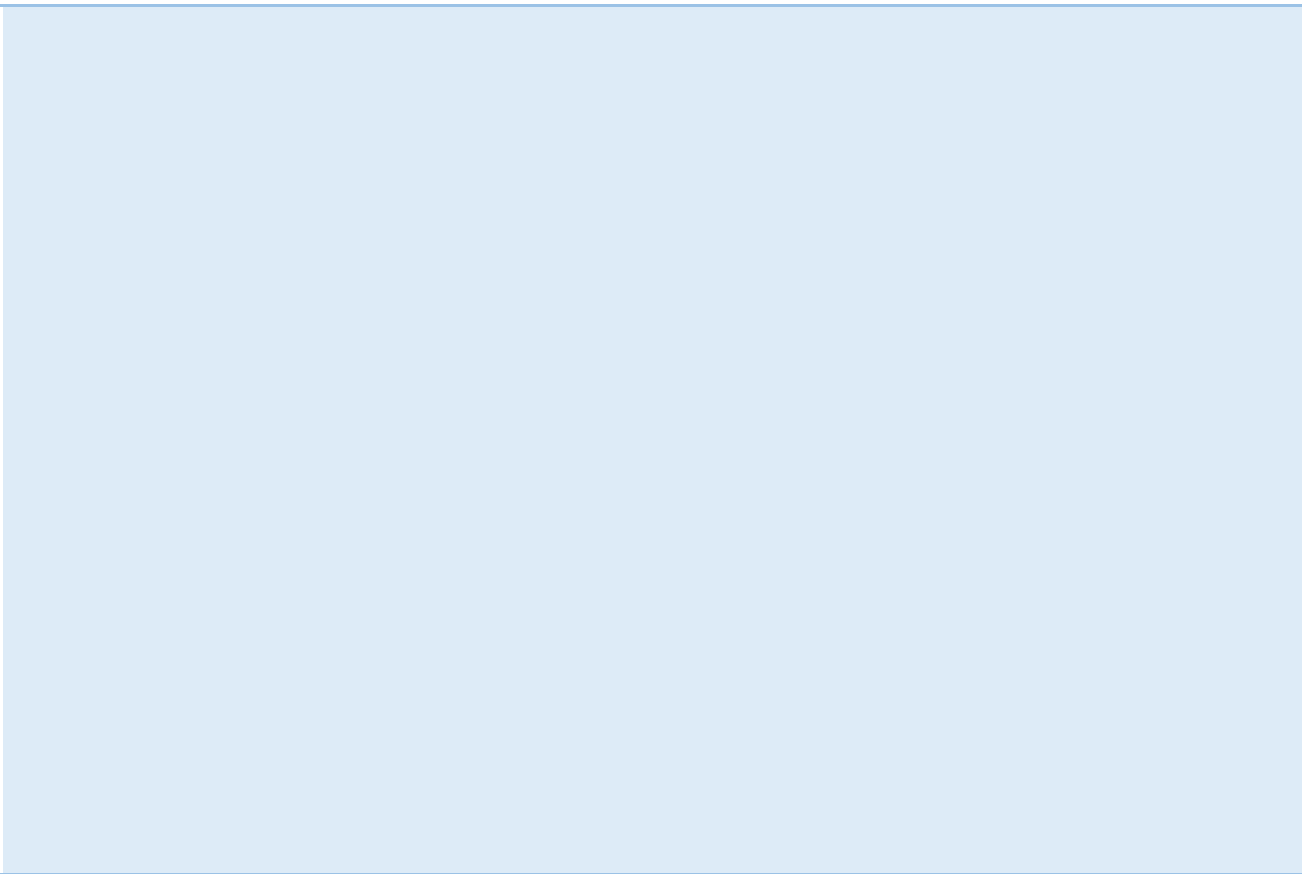
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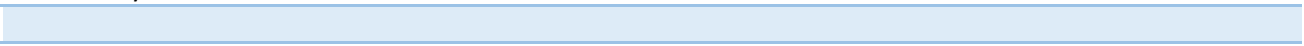


A study that focuses on the career and technical education jobs available for students and then what education they should pursue should be the first step. Finding out the availability of these types of courses and instructors available as well as funding to provide these courses to teach these skills is a major gap that I see could be keeping this from having happened already.

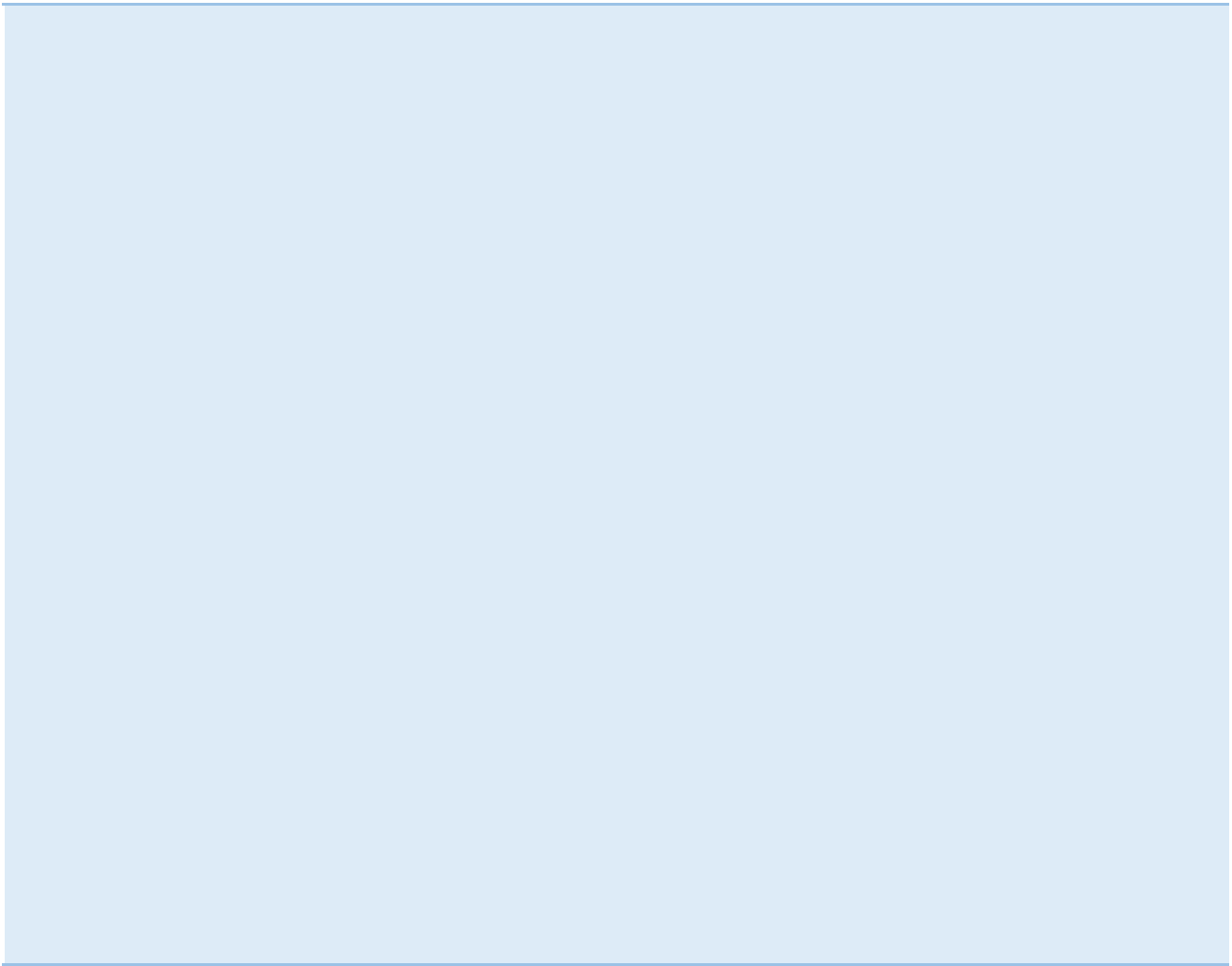
Relying on local agencies such as EFEs and Community Colleges to host joint events in their region. This will create more local attendance and help foster relationships at the local level.



At some level, planning needs to include a view to the jobs of the future and jobs at the state and national level. Perkins funding should prepare our students for jobs other than those that are in the local community.



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Have there been universities identified that will accept the dual credits and support the CTE/ISBE vision?  
Will dual credits shorten a student's length and time in post-secondary education or solve for entry only into a post-secondary programs (ex. admission).

Meet with High School Counselors to receive valuable feedback!

Be sure to include industries working with the aging population. Home care, health, social work, fitness, travel, hospitality, business, finance, engineering, builders, etc.

Question22

None.

Describe:

Prefer not to answer.

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Prefer not to answer.

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None.

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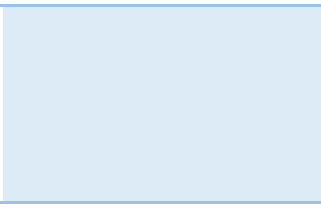
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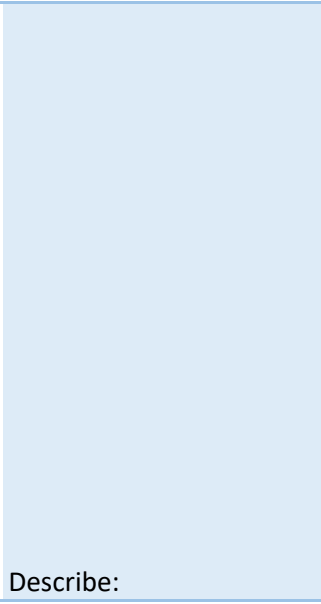
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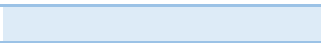
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None.

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Prefer not to answer.

Prefer not to answer.

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Question22Desc

Smaller districts will struggle with minimum class size targets  
Student participation or "concentration" in secondary settings will be difficult to relate to quality of programs- specifically that there are many students take secondary CTE classes simply because they are compelled to do so, and my not lead to a "quality" outcome by the given performance metrics in this plan. Also, many college bound students who take CTE courses do NOT concentrate on those courses- How do they fit into the overall mix of success? ALL of the CTE courses at my school are elective, and many of the performance indicators assume buy-in from students in secondary settings.

Capin g class size at 10 limits the ability to serve advance level students at the Center. Working with the many scheduling challenges of our high schools, the Center can not always group all the advanced students in one session. Consequently, in some program areas, the second year students do work on a more competency based basis to continue their training and education. The class size requirement takes away the flexibility and limits access.

Enough funds and man power.

We currently have Career Pathways for our students. The class size restriction will prevent them from fully getting the certificate or degree they are currently seeking. We only have 77 students in the whole school. If we pigeon whole them to one area because we have to 10 students in the same class to get funding or for them to be able to take the course, all of the students will miss out on an opportunity to get the certification or work experiences they desire by graduation. We need equal funding for all students. It is great that free/reduced students get some classes for free. However, there are a lot of students who do not qualify for that program, but still cannot afford to take dual credit courses.

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As mentioned by at least two participants during the Wilco Area Career Center Listening Tour, the secondary recipient minimum class size of 10 is a barrier to the smallest schools. Secondary recipients should be given the same allowance as postsecondary recipients to follow local board policies on class size.

Work-based learning opportunities will also be difficult to implement to their full potential for our most rural schools in the VALEES region. Work-based learning will look different between rural schools and schools situated in well-populated areas with strong business and industry.

Before the official public comment period required by the U.S. Department of Labor the underlined terms will need to be defined by the state in order to fully provide feedback and comments.

Lack of jobs and businesses in the community.

Providing the funding.



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Buy into CTE programs and understand they can be rigorous. Add rather than cut curriculum in the CTE areas.

local partnerships and partnership commitment

The size of local districts has made it hard to find enough students to fill their programs. It has also been difficult because we have been based on the college is best approach.

Just because it doesn't feed into a direct career doesn't make it invaluable.

Staff

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There needs to be more CTE Coordinators / Facilitators on a local level to help increase CTE involvement in communities.

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Before the official public comment period required by the U.S. Department of Labor the underlined terms will need to be defined by the state in order to fully provide feedback and comments.

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Facility spaces and infrastructure to support The CTE needs.

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There is a lot of plan, but still a lot of questions of who and how this will be done.

The size indicator will be an issue for small school districts that do not have the students numbers to consistently run programs at those numbers. Also, multi-year programs that may only have 8 students in each year of the program, but have 16 total students in a section. High Schools should be allowed the same provision as Community Colleges when determining minimum class size for CTE programs, and rely on local policies.

The Barrier of offering dual-credit across the State where each community college is different.

School districts cannot require teachers to have additional responsibilities beyond their collectively bargained contracts. This would put the requirement of having annual advisory committees and having CTSO's in each POS would be impossible for school districts to enforce. We would need additional funding to offer stipends to incentivize teachers to take on these additional responsibilities.

Also, the increase of additional responsibilities, without additional compensation, will make it more difficult to recruit and retain teachers.

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WCR serves a very rural area; we feel that it is unfair to dictate that high school programs have a minimum of 10 students while community college size definition allows for local board policy. Why is this not consistent across both entities? Our rural schools offer quality programs to small classes. Class size does not and should not dictate the quality of a program of study. Programs that do not meet the size requirement should not be forced to solely rely on local funds.

The availability of funding to purchase the equipment needed to train students. This is the old question of a child's zip code determining their educational opportunity. Our poorest districts simply cannot afford to provide the machinery or computer hardware that the kids needs. Some of the Perkins V funding ought to be targeted to alleviate that disparity.

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The secondary minimum class size of 10 would eliminate data from quality rural programs and create inequity. The class size for the community college allows for local board policy to dictate program size.



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CBE is often described as content-agnostic whereas CTE is dependent on content knowledge relevant to the field. How will the two work in concert to support students?

Financial support

Teachers for gerontology classes- though there are many professionals who would meet the credential requirements with education and hours in the field.

**Question23**

The current definition covers all aspects of a CTE program of study.

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Prefer not to answer.

Prefer not to answer.

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The current definition covers all aspects of a CTE program of study.

The current definition covers all aspects of a CTE program of study.

Question23Desc



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I do not believe that assessment and instruction are adequately addressed in the 'quality' definition. A concern at the post secondary level is rigor in dual credit offerings which is gauged by assessment and a concern at the secondary level with post secondary is the lack of instructional strategies.

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It would be helpful for ensuring quality if there were state of Illinois Learning Standards for CTE programs in addition to the Employer-Informed Competencies and Skills described in the quality section.

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We need people willing to work jobs that are not high wage earning. We need to focus on non-specific life skills that can be applied to any career.

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Other states have a comprehensive CTE program starting with students learning about CTE in middle school and then transitioning into high school. Other states have a flow chart of CTE point of contacts and information of quality CTE efforts.

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Facility upgrades and infrastructure upgrades

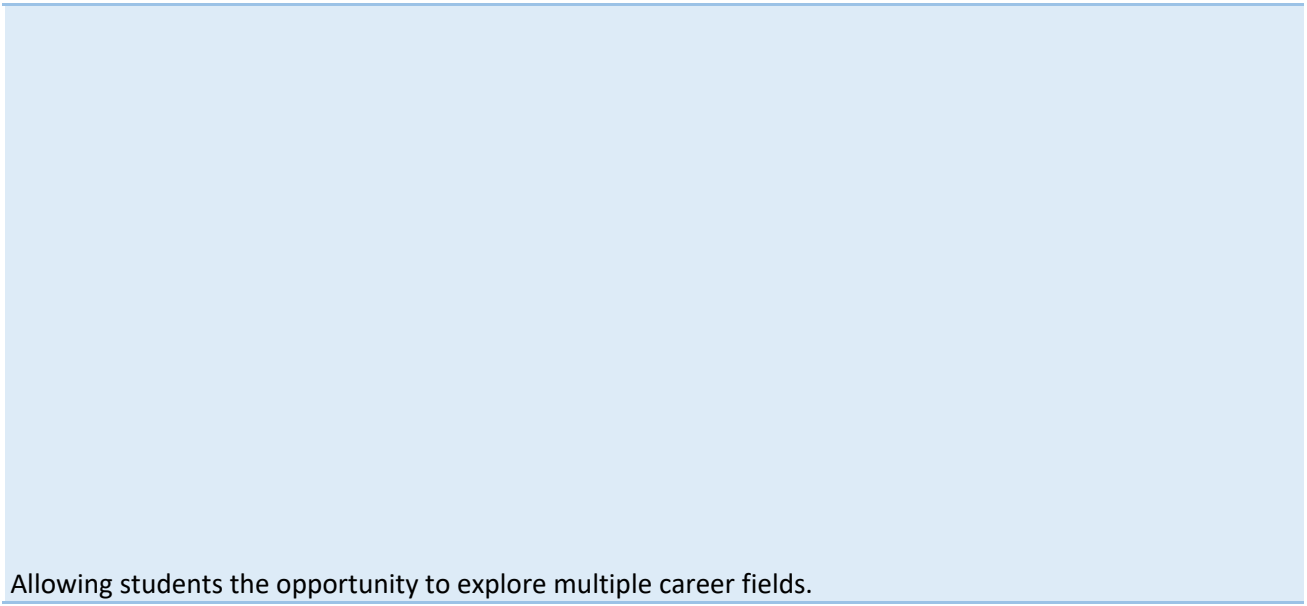
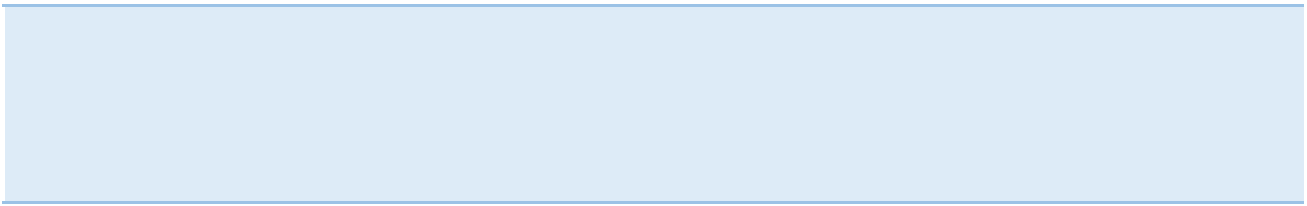
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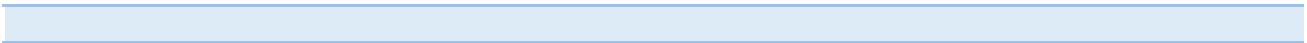
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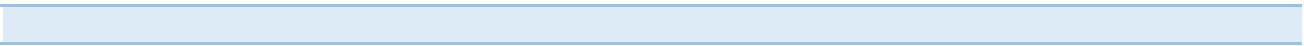
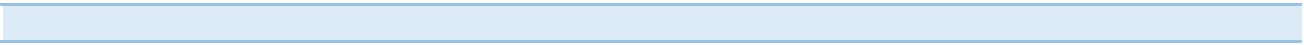
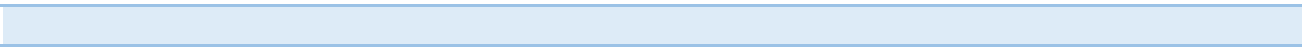
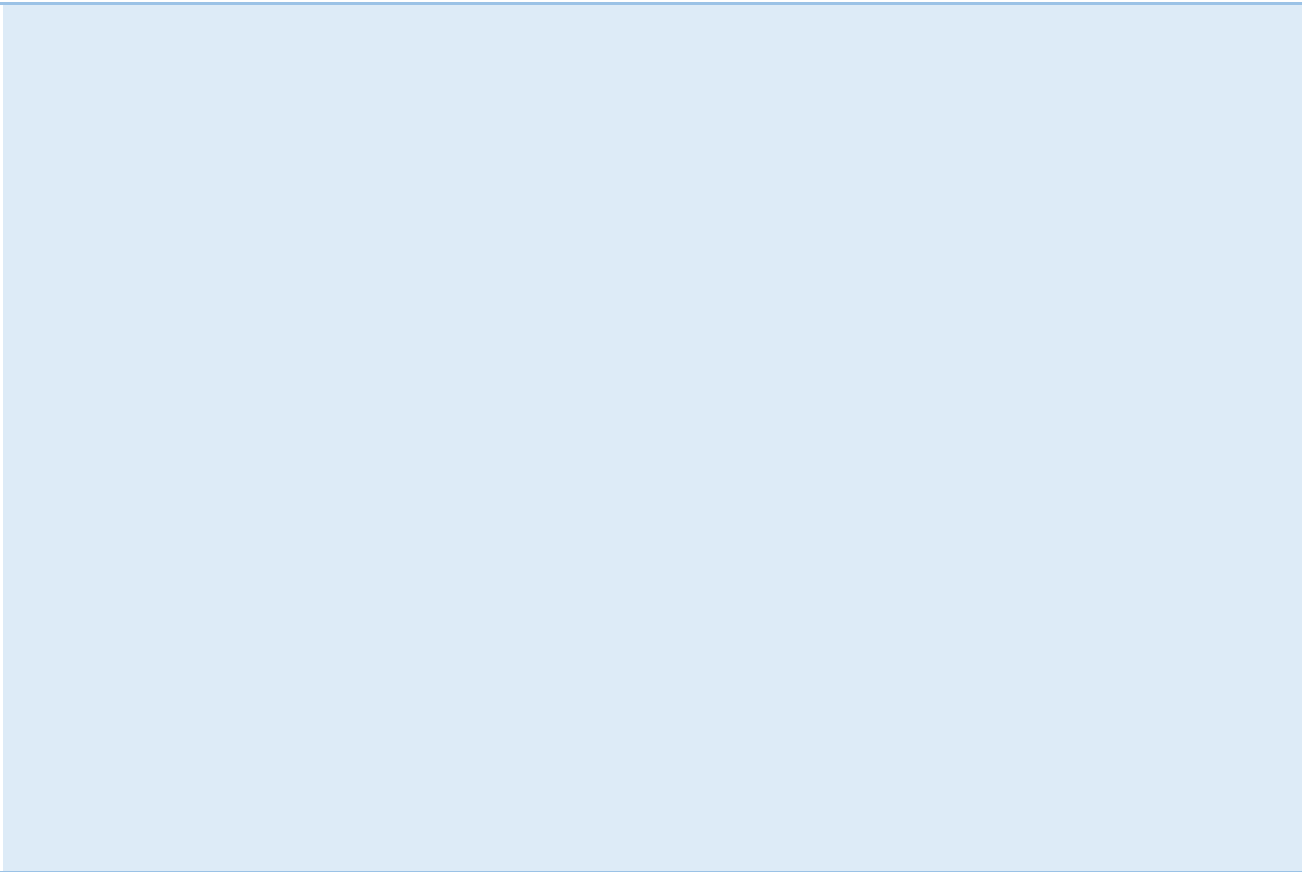
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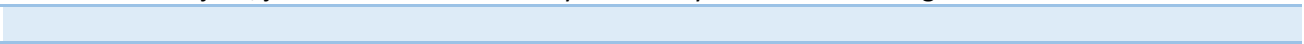


Allowing students the opportunity to explore multiple career fields.





Focus on future jobs, jobs that don't exist today but will by the time our kids graduate.



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How is quality going to be measured based on this definition?

We would reiterate that the supplemental Size, Scope, Quality criteria document (found as a link on ISBE's Perkins V web page) provides a more robust and aligned quality criterion than the quality criterion described on page 45 of the draft plan.

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The length of the CTE course needs to be addressed and what quality CTE looks like. For some CTE courses like computer science, students are given an online course to complete in the class that often is missing the 1:1 instructional support.



Question24

The current strategies described are adequate.

Describe:

The current strategies described are adequate.

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Describe:

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The current strategies described are adequate.

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The current strategies described are adequate.

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Prefer not to answer.

The current strategies described are adequate.

Describe:

Prefer not to answer.

The current strategies described are adequate.

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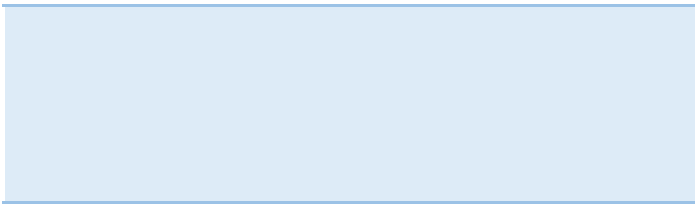
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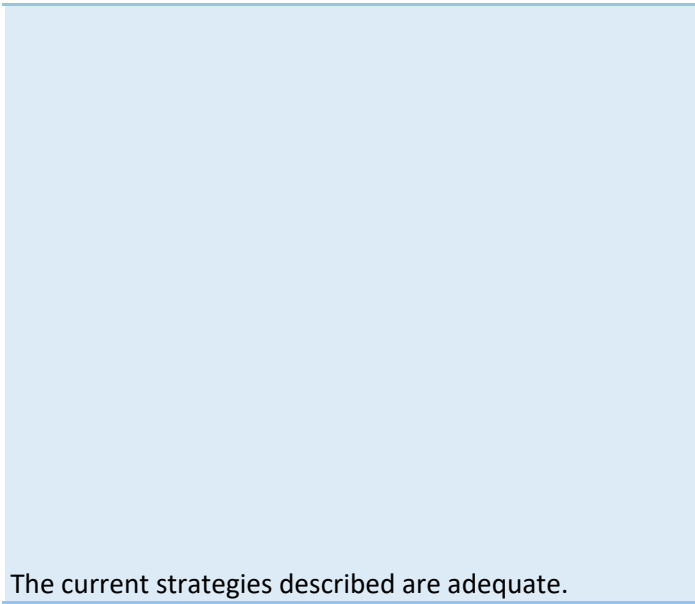
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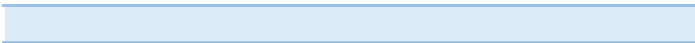
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Prefer not to answer.



The current strategies described are adequate.



The current strategies described are adequate.

The current strategies described are adequate.

The current strategies described are adequate.

Describe:

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The current strategies described are adequate.

Describe:

The current strategies described are adequate.

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Describe:

Describe:

Describe:

Question24Desc

Flexibility in assessment and enrollment- taking into account the nature of an individual students situation.

I believe cost of dual credit should be addressed for CTE courses. The federal law states that opportunities should be free to students. (Section 124. b. 4 B)

More continuity should exist between supports provided at the secondary and post secondary levels. Students are confused when they transition.

Remediation continues to be a concern for students as they leave secondary to explore their post secondary options. Without the academic supports, students will struggle bridging to post secondary.

Another strategy could be offering incentives to businesses that offer job shadowing, internships, and apprenticeships to high school students.

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More aides in the classroom, more resources to assist.

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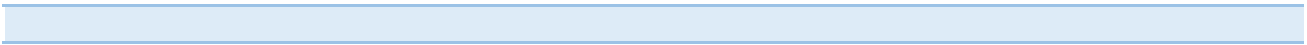
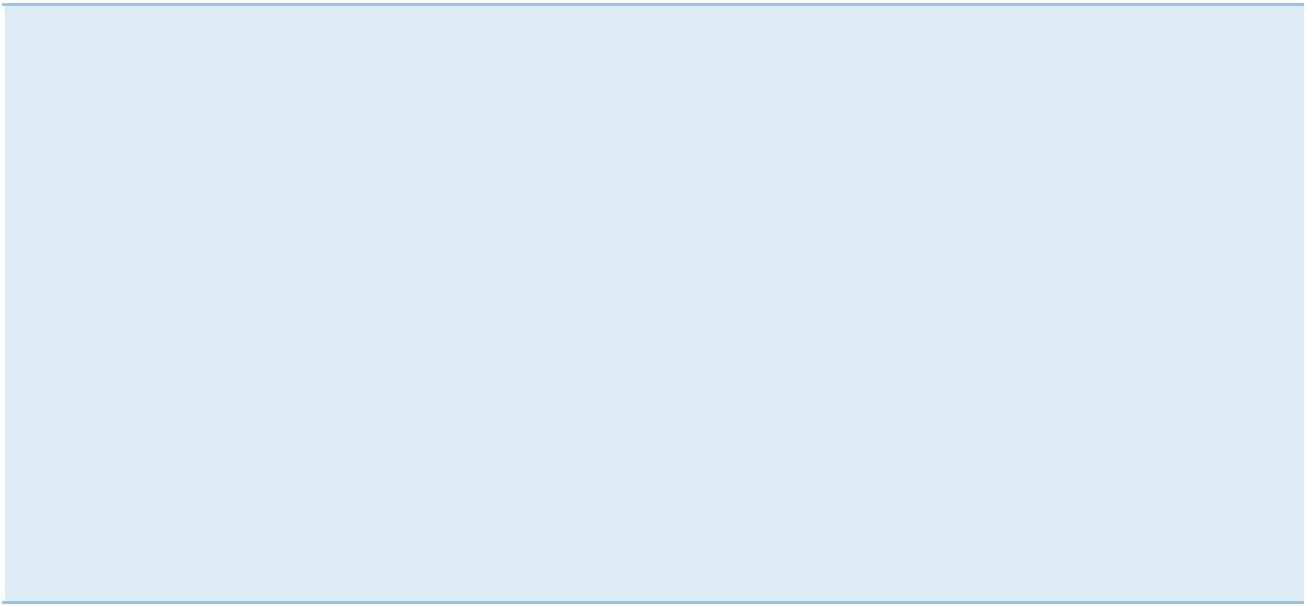
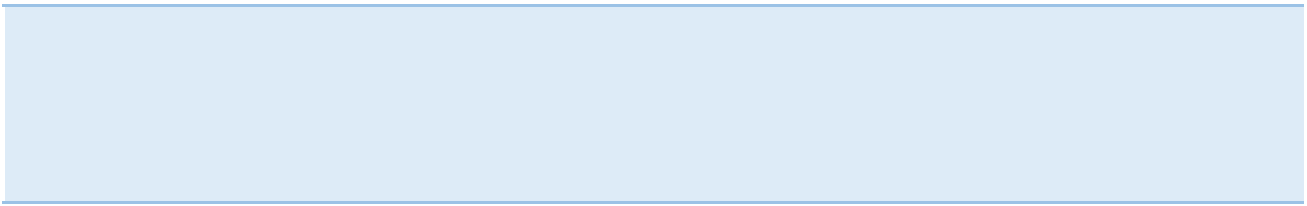
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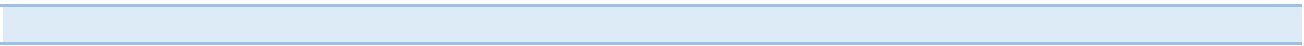
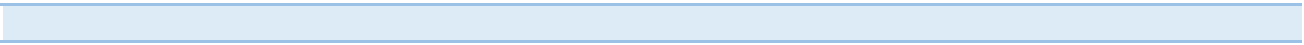
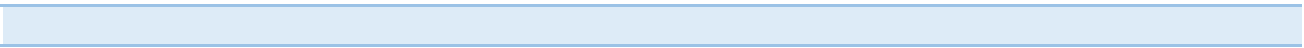
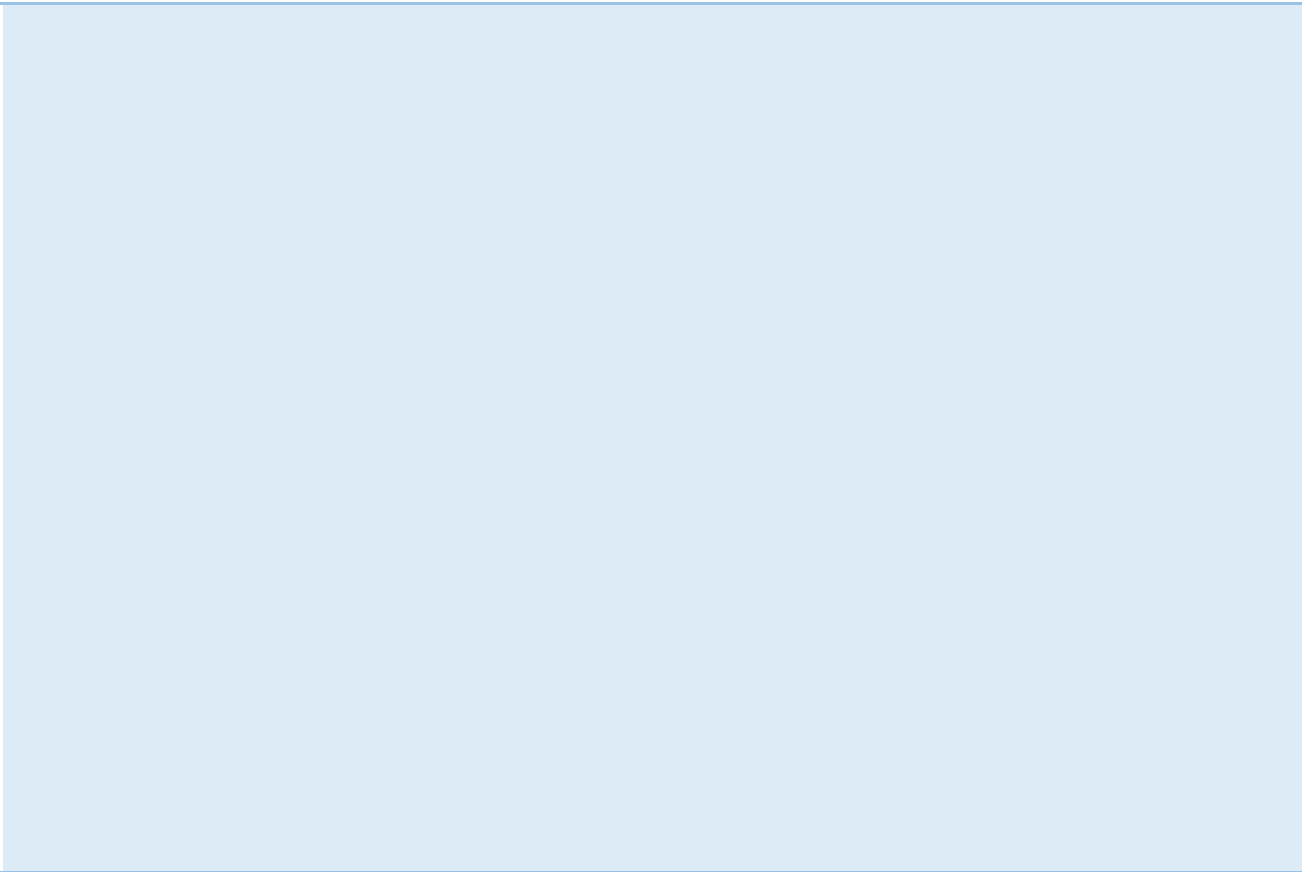
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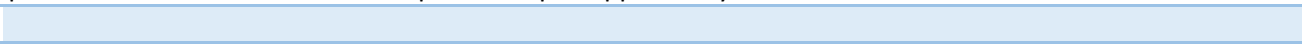
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Students who live in less well funded school districts ought to be thought of as a class of folks we need to protect and for whom we need to provide equal opportunity.





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encourage ISBE to leverage leadership funds and reserve funds to expand equitable access.

ISBE should use leadership funds to support counselors or college and career readiness coordinators. Perkins V provides an extensive list of permissible uses for the 10% set aside for leadership funds. As currently drafted, the plan seems to embrace all of these strategies. While all these activities are laudable, we fear this approach may lead to shallow support for many activities rather than deeper, more meaningful support for a few. In addition to the statewide creation of four programs of study models, perhaps the most equitable and needed area of support would be assisting districts develop and improve their career guidance and academic counseling. Counselors and college and career coordinators provide crucial support for students as they explore career paths and plan supportive coursework. Underserved students rely on these navigators to connect them to dual credit and work-based learning opportunities while also monitoring their progress towards their chosen postsecondary goals. These positions are particularly important as districts continue to implement the PaCE Framework. Yet, many lesser funded districts struggle to hire adequate counselors, and a dedicated college and career coordinator can be even further out of reach; therefore, it is up to the state to provide significant resources to districts to demonstrate the importance of these positions through intensive professional development, sharing of resources and technology platforms that aid advising work, and provide up-to-date student data through accessible platforms.

Additionally, ISBE should establish a reserve fund to incentivize programs to improve equity and to align with the Postsecondary and Workforce Readiness Act. Currently, Illinois is one of only fifteen states that does not use a reserve and unfortunately, the draft plan is still silent on this important opportunity. Statutorily, states may reserve up to 15% of federal Perkins dollars to distribute in alternative ways. A reserve fund could support programs that are tackling equity challenges, being redesigned to align programs of study, and developing pathways to industry-recognized credentials. Between the state's increased investment in CTE, Perkins V and WIOA planning, and the governor's economic plan that prioritizes stronger workforce investments, this is a unique moment for districts to improve, invest, and

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Access to technology such as tablets for computer science, hand tools, and software for other CTE courses.

We have a person in our building who places students with special needs in work based learning experiences, paid and unpaid. She has found some wonderful placements for our students in the work world, but she has also encountered some roadblocks. It would be great if you spoke with someone in this capacity to gather valuable information about what he/ she is finding to be barriers in helping members of special populations.

Be sure to include work with older adults as career pathway for persons with special needs

Question25

None.

Describe:

None.

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Describe:

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Describe:

Prefer not to answer.

Describe:

None.

None.

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None.

Prefer not to answer.

None.

Prefer not to answer.

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Prefer not to answer.

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Prefer not to answer.

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Prefer not to answer.

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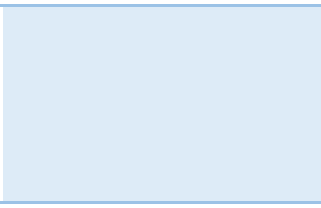
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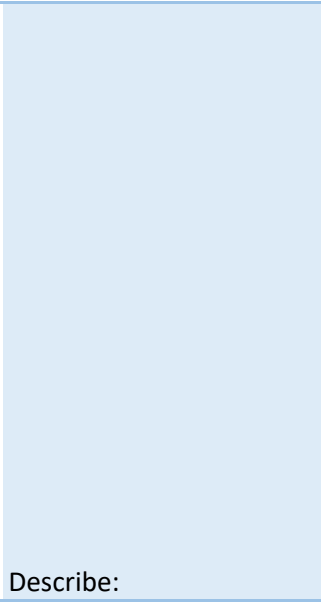
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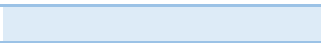
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Prefer not to answer.



Describe:

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Describe:

Prefer not to answer.

None.

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Describe:

Describe:

Describe:

Question25Desc

Time for working on understanding, implementation, and continual improvement. It has taken me several hours just to fill out this survey----

I am concerned with the reference in the grant to an EBF model. I am not certain how that would impact the services provided at the Center to support our special needs students. Would our profile be used to determine or would money flow through our districts? Would a hold harmless scenario be created as with the State system?

I would like to see training on the Universal Design strategies that are identified in the plan.

All the support they can get.

We will need to have some training on accessing these resources for the special populations also allow time for professionals to get together to see how each of the schools are preparing their high schools for this change in curriculum. I would suggest quarterly meetings to present on the different programs being offered at various schools. This would also be a great time for schools to collaborate and build partnerships with the local community colleges and business partners.

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I have attended several NAPE trainings offered by ICCB focused on improving outcomes for special populations and hosted a NAPE day long workshop for VALEES member districts in the previous FY. The work NAPE does is excellent and should continue, however my educators also feel the need for more practical “can implement tomorrow” type strategies. NAPE’s work is more strategic and longer term, and likely leads to longer lasting and more meaningful change. However, educators also need a toolkit of actionable strategies that can be implemented quickly. Any professional development that could be developed with NAPE or at a state level of this type would be very much appreciated.

We don't need more training. We need you to get out of our way.

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Unthinkable amount of time to process all the required documentation.

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There is one larger PD event in the winter and summer academy CTE conference. There needs to be ongoing PD for teachers/staff and CTE coordinators within the district level.

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Collaboration and encouragement of involvement with agencies that already are limited in their ability to service students of special populations.

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We will need best practices for each and every area that we are going to focus on and professional development on how to implement them. Our Technical Assistance will need to solution-based interventions for regions and not punitive consequences for areas that are lacking in any areas.

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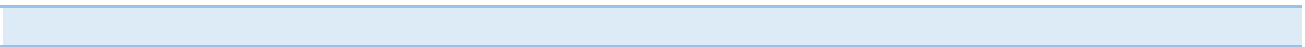
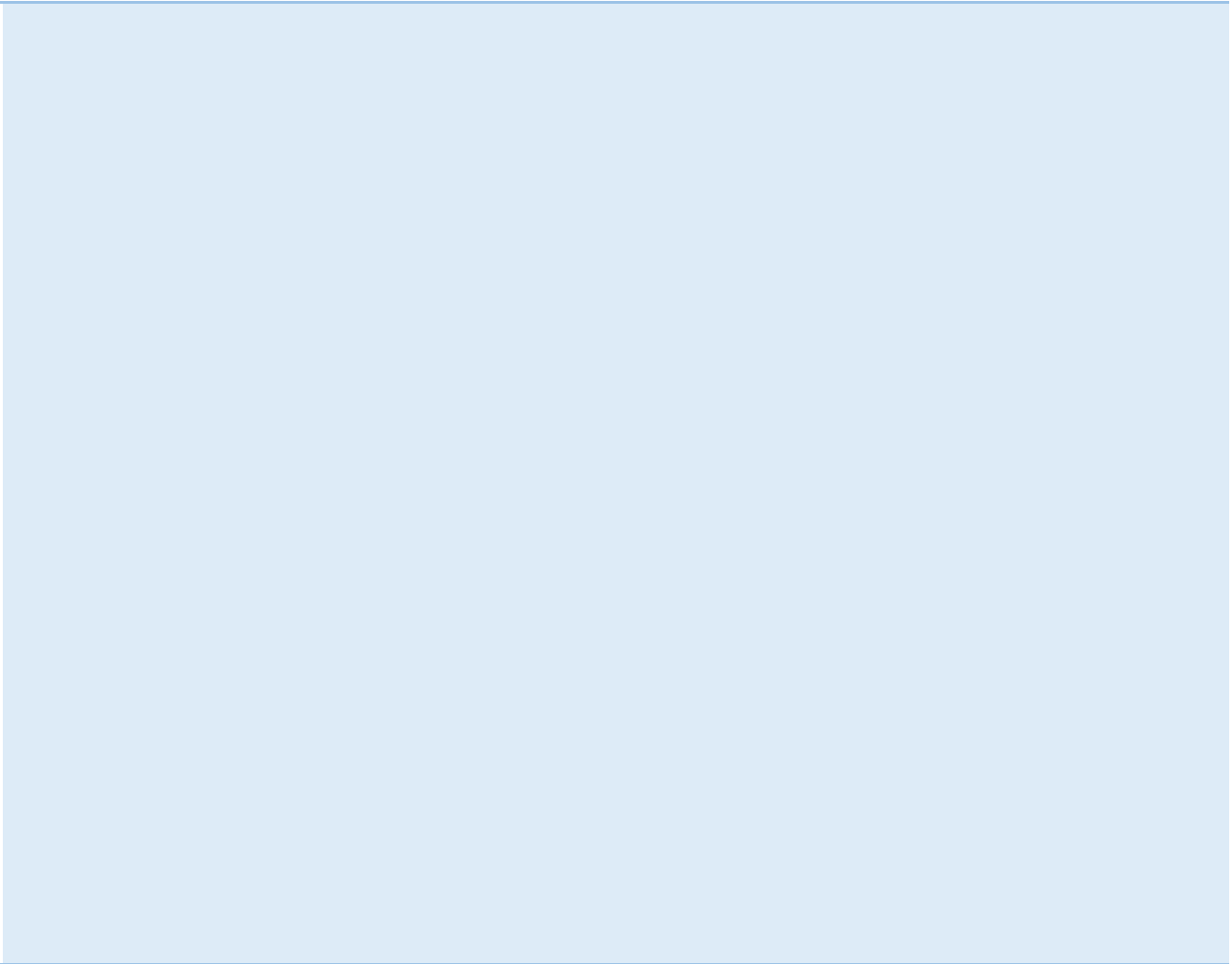
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Special populations professional development is needed at the secondary level.

IF we begin to address the application of artificial intelligence in business our teachers are going to need to understand how to apply AI and how to think about the thoughtful and moral application of AI.

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## Workshops and training



Summer PD and access to quality CTE curricula will be needed.

Costs of PD opportunities will have to be absorbed by someone other than school districts.

depends on the individual

Question26

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Describe:

The current strategies described are adequate.

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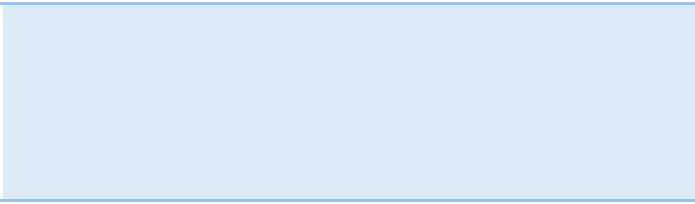
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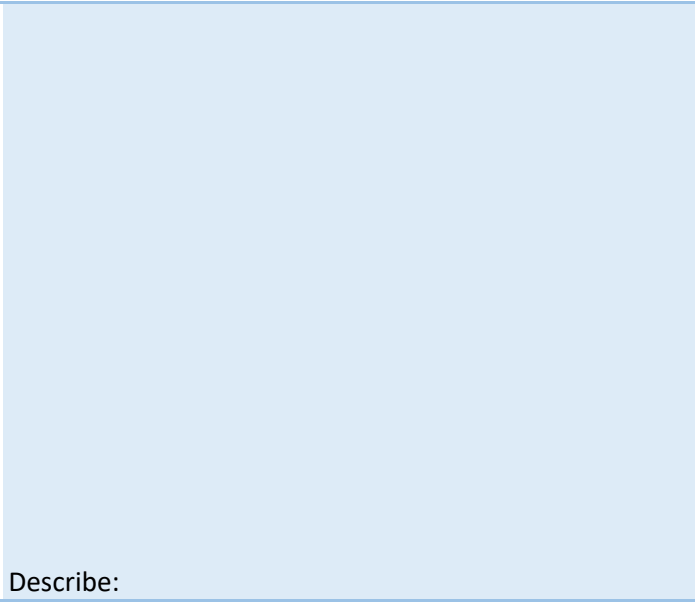
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Describe:

The current strategies described are adequate.

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The current strategies described are adequate.

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The current strategies described are adequate.

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Describe:

The current strategies described are adequate.

Describe:

Question26Desc

Pay, oofre college programs and creative license offerings.

Decrease bureaucratic obstacles so teachers can concentrate on students and on teaching.

First, the State needs to create a culture that respects educators and makes the field appealing to enter.

Second, a state University needs to be identified to develop a program that assists teachers in acquiring pedagogical skills. The plan should include offsite locations for people to access close to home, Regional Teacher Incubators.

Scholarships should be provided for individuals to further their education.

Provide funding for teachers to earn certifications such as AWS, OSHA trainer, CNA Train the Trainer, ASE certification etc.

Ensure adequate funding with our pension cost shift or property tax freeze that will impact local districts ability to recruit and retain highly qualified teachers.

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successfully applied for a short-term approval (STA) in a CTE content area by passing the content area exam. Receiving permanent approval for the endorsement including eligibility for Perkins funding, would require these STA holders to complete 2,000 hours of work outside of education. Having an alternative route for those with a STA to gain industry experience without leaving the classroom for 2,000 hours should be established.

Ideas include:

Completing an agreed upon number of externship hours over a given period of time. VALEES would happily support teachers with a STA to identify externships sites related to their industry and provide a small stipend for participation during the summer and/or winter and spring breaks.

Recognizing industry-recognized credentials as part of or in place of the 2,000 hour work experience. For example, if a candidate held an OSHA-10 General Industry card and an AWS welding certification, but had not yet spent 2,000 hours in a workplace, could all or a significant portion of the 2,000 hours be satisfied through the industry-recognized credential.

Educator Pathway - Page 55 of the Draft plan refers to the Teach Illinois Recommendation to implement an educator career pathway at the secondary level. VALEES strongly supports this Teach Illinois Recommendation and would encourage ISBE to make it a priority in the Perkins V implementation. Early childhood programs in the VALEES region see continued growth in the number of high school students enrolling in the Early Childhood POS because of their interest in education as a career. They see the early childhood programs as their best available opportunity for career exploration and development in the Education career pathway..

VALEES would support the development and implementation of local programs in a 1 + 1 + 2 model - one year of high school dual credit, one year of community college and two years at a regional university educator preparation program.

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Stop treating teachers like garbage. Recertification is just busy work and local Admin push their own agenda.

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Better pay



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Illinois would need to raise a teacher's income to help recruit and retain highly qualified CTE teachers.

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pay them more.

Pay them more and find an evaluation system that works. Ensure their safety by supporting discipline consequences.

More reasonable requirements

Allowing CTE teachers with extensive work experience to bypass or complete alternate teacher certification status. Career centers and vocational centers can have teachers without teaching credentials as long as they have a certain number of hours of experience. If these teachers were permitted to work in public schools as well, it would help recruit teachers.

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Make sure people in the workforce know they can teach if they have worked in that field for a specified number of hours/years. We need more teachers with hands on hours in the real workforce.

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VALEES would support the development and implementation of local programs in a 1 + 1 + 2 model - one year of high school dual credit, one year of community college and two years at a regional university educator preparation program.

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Offering more Local scholarships to students planning to got into CTE Education

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Consider changing the requirements for teachers to become licensed in the state of Illinois.

Partnering with local universities to develop high-quality professional development that focuses on pedagogy for teacher coming directly out of industry.

Creating a general CTE version of the "Three-Circles" grant to assist in paying CTE teachers for the additional responsibilities they have to take on to run a high-quality CTE program.

Adding additional flexibility in licensure so teachers can teach across additional CIPs without requiring 2,000 hours in every CIP. If a teacher can pass a test or take state-sponsored PD in a specific area (ex. welding) they should be able to teach in that CIP.

Offering summer professional development that focuses on the basic fundamentals of teaching and that allow teachers to learn new skills that will allow them to teach new subjects or skills at their schools.

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Western IL has one of the biggest teacher shortages in the State. We would ask that the CTE certification requirements be reviewed to allow more individuals from industry the opportunity to teach CTE courses.

We support the relaxation of the 2,000-hour work experience rule in some cases (for instance, someone with an MA in computer science who cannot teach coding because they don't have 2,000 hours of work experience and similar examples exist in the health care industry). We do not support the relaxation of any of the current requirements for teacher preparation in the awarding of the PEL.

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Teacher summer externships, competency-based credentialing, recruiting retired industry professionals through coordination with DCEO, a course coding review to provide more flexibility on which teacher can teach which course (ex: coding a computer science course as a math course or CTE course to allow more instructor flexibility)

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Create licencing that can support math and science teacher recruitment to CTE positions with 1 year PD and teacher training to support the transition and licencing process similar to the emergency waivers for teaching in high needs areas.

reach out to industry professionals; reach out to retirees who may want a "second wind" career

Question27

Prefer not to answer.

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Describe:

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Prefer not to answer.

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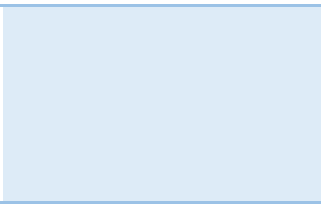
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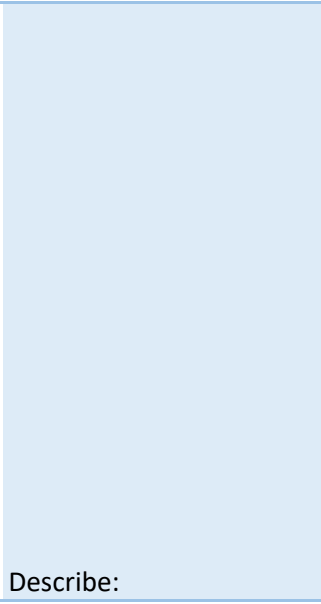
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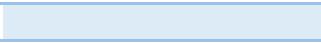
None.



Describe:



Describe:



Describe:

None.

Describe:

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Describe:

Describe:

None.

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Describe:

None.

None.

Question27Desc

The same as all other teachers---  
low pay( it pays more to work in industry than to teach)  
red tape (constantly justifying what you do even though you are an expert in your field)  
student apathy (many students who are not engaged end up placed in CTE courses)



Barriers include:

Cost of Continuing Education

Loan debt versus pay

Lack of CTE preparation programs

Mentoring Supports (Often the only teacher in the building in the subject area)

Colleges need to offer programs for such teachers to obtain their degrees. In addition incentives (much like the 3 circles ag ed grant) could be in place to support CTE teachers. Incorporating more CTE in Ag Ed / FFA programming may serve as a avenue with out competing against funds.

The plan should address experience pay, the credentialing process, along with all the same barriers to getting any teacher position filled.

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access to CTE programs. Several examples of licensure issues that the VALEES region has encountered include:

A teacher broadly licensed in Technology and Engineering Education is approved to teach Computer Installation and Repair Technology. That same teacher could not, under the current arrangement, teach Computer Programming, Special Applications because a Business, Computer and Marketing Education license is required to teach the Computer Programming CIP. And neither of these licenses would permit a teacher to teach Computer Science because Computer Science requires a separate license that is not a CTE license. In the actual world of work, a professional in IT would have skills, knowledge and experiences that crossed all three of these CIP codes. The ISBE has organized CIP codes and licensure into narrow boxes that don't reflect industry or allow for districts to appropriately staff their programs.

ISBE could best support teacher recruitment by broadening areas of licensure and trusting local districts that they are hiring appropriate professionals with relevant experience. Then providing flexibility to districts and EFEs to provide professional development in deficiency areas through partnerships with community college programs for coursework or summer bootcamp style experiences, through attainment of industry-recognized credentials, and other locally or regionally developed means.

Another example, for those PEL licensed educators in the VALEES region who have successfully completed the content area test to add a CTE endorsement to their PEL before their license can become permanently approved for the CTE endorsement and begin receiving grant funds, they must leave their teaching experience and obtain 2,000 hours of industry work experience. We are actually telling teachers, who have successfully demonstrated their knowledge through the ISBE developed content area to test, to leave the teaching profession, gain industry experience, and then come back to teaching. This makes no sense. Create an alternative structure for STA educators to demonstrate their understanding of an industry and workplace through externship or other locally and regionally developed experiences instead of blanket requiring 2,000 hours.

How about keeping the people you have? You are scrambling to hire anyone breathing to put them in a job for which they haven't been trained to do while those of us who have experience are being pushed aside.

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teacher's income, professional development, new materials and supplies.

The possible RIFFing due to the inconsistency of students signed up for CTE courses.

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Safety and income.

Strict requirements

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Broaden what could be taught by someone who has real work experience doing those things. If they have done it for a living - technically they should be able to teach it.

access to CTE programs. Several examples of licensure issues that the VALEES region has encountered include:

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Benefits and pension system reforms that have deferred work force individuals from pursuing education related fields.

Additional responsibilities vs. compensation of additional responsibilities.

Lack of CTE teacher prep programs.

Training for teachers coming out of industry.

Licensure flexibility and the ability to teach across CIPs.

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same as above

In many cases the person who would teach CTE can make a far better salary in business than in teaching. We ought to think about part of the partnership with business being release time for current business people (imagine an actuary) to teach in CTE courses.

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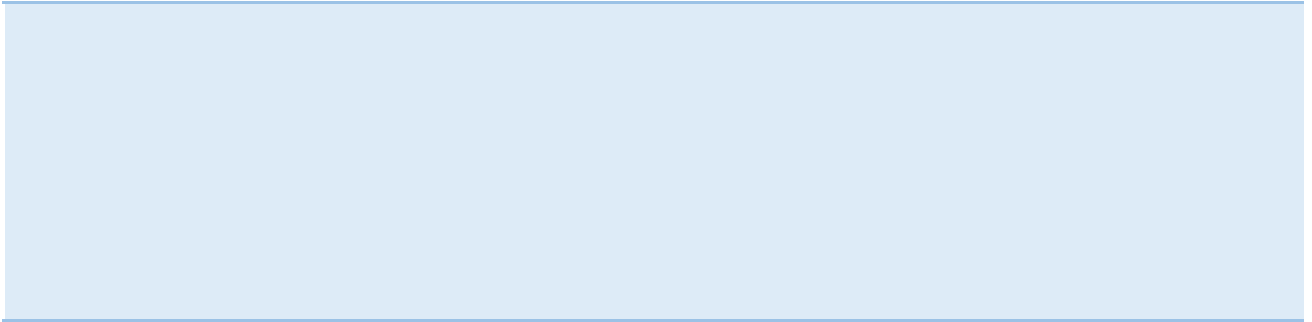
Scholarships for CTE teachers

Innovative credentialing for both industry professionals and existing teachers.

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CBE is challenging for most teachers to accomplish with only traditional teacher preparation and professional development. CTE teachers will need additional support to meet the challenges of frameworks like CBE and dual credit. The demands of aligning content will also need to be addressed so that teachers do not burn out or feel limited on their capacity to plan, prepare and teach. Additional support also needs to be addressed about who should own the partnerships and connections with the field associated with the CTE program. Often admin will assign the teacher the responsibility of teaching and managing the relationships with the industry without compensation.





Question28

Please work top try and make this plan more student centered (bottom up)- CTE will be difficult to improve unless students are intrinsically motivated to learn.

As an employer we see a growing technology gap in trades education across all fields. This impacts our ability to have the workers we need to support our business in the state.



---

None at this time. Thank you.

Thank you for all that you do!

This is going to turn into a lot more work that is pushed off onto us in the classroom to justify and keep our jobs.

---

The plan should consider students needs as well as locale needs for employment and skills

Submit

Quit making this process harder. Simplify!

Perkins V needs to be better aligned to other states. Perkins V needs to include a better comprehensive plan that includes assessments tools, CTE Coordinators, and curricula aligned to the CTE standards.

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nothing thank you

None

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Thank you for the hard work that went into this plan.

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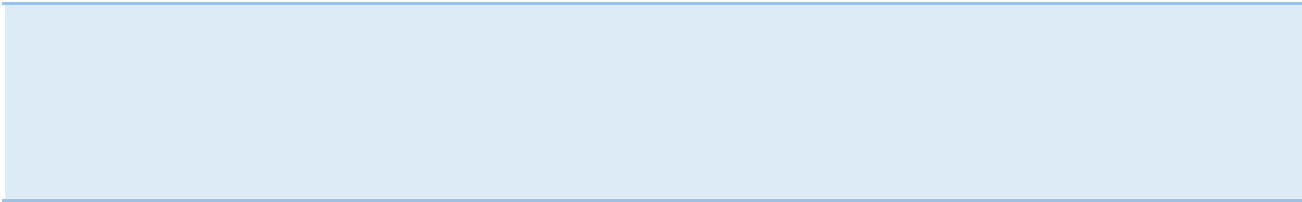
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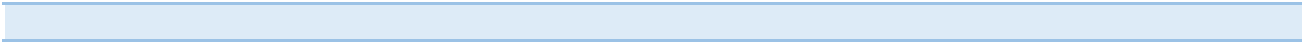
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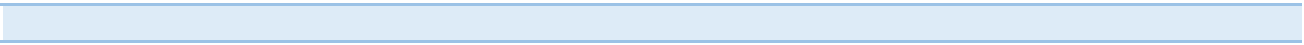
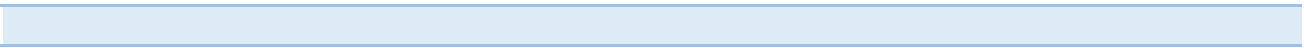
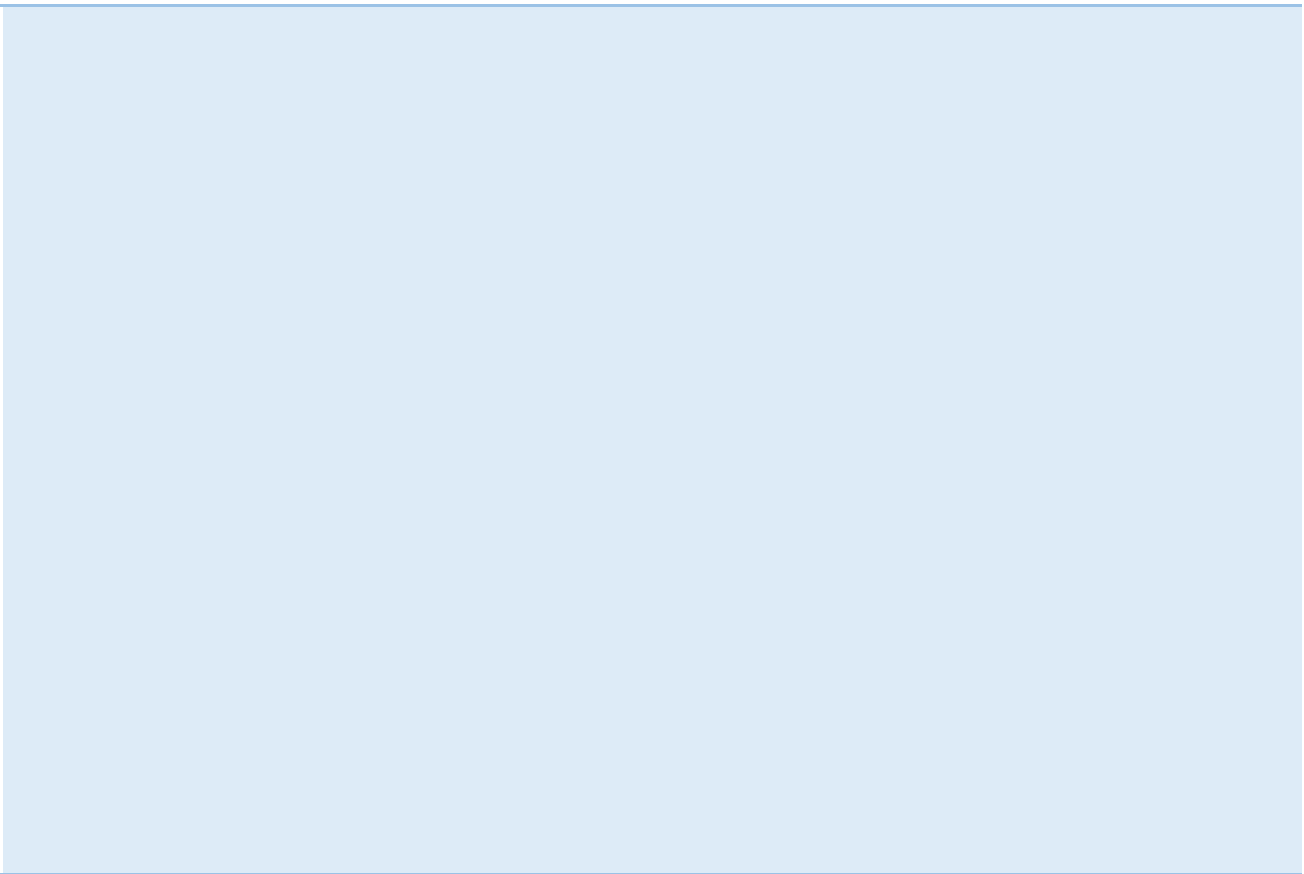
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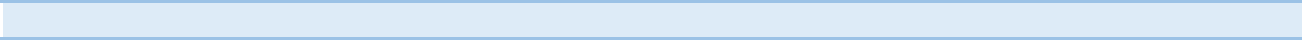


I believe the plan has a focus on best practices for CTE programs and in the long-term will be good for CTE in Illinois. However, the shift needs to be non-punitive and teachers and programs should be incentivized to make the necessary shifts.





Wh hope that ISBE and ICCB will continue to reach out to stakeholders to ensure the continuing refinement of CTE programs once the Perkins plan is in place. This working together should be an initial model for continuing to improve CTE moving forward.



---

The secondary to postsecondary split of 60 secondary and 40 postsecondary needs to be, at the least, maintained. Figures shared showed 238,000 secondary CTE students (concentrators) and 131,000 postsecondary CTE students. These figures justify increasing the percentage allocated to secondary schools. My recommendation is a 70% - secondary, 30% postsecondary.

Why are area career centers not eligible for the Reserve Fund Competitive Grants? The funding for Area Career Centers includes tuition and grants. Area career centers do not receive property tax revenue or general state aid.

Funding needs to be flexible to allow for funding for the development and running of new programs that are needed locally.

Thank you for the opportunity to comment. Stand for Children Illinois submitted a letter with additional comments to the Perkins@isbe.net address.



I appreciated the depth and detail of this plan.

The lack of workers to work with the aging population is an unaddressed labor force need in the state of Illinois. Currently, in many high schools across the United States there are early childhood education programs which are the foundational platform for students to explore careers working with children, academic careers, social work careers and pediatric health careers. These early childhood education programs also many times have a public school supported preschool in which students transfer their academic learning into experiential learning, which is the type of learning that allows the theoretical learning to resonate. The successful early childhood education model could be used to develop a high school level gerontology curriculum in which the experiential learning could be conveyed through academia focused service placements with the community senior center. This type of education can then provide a foundational experience for a multitude of career paths that work with the growing aging population: social work, geriatric focused health care (geriatricians, geriatric psychologists and psychiatrists, nurses, certified nurse's assistants, researchers), education, recreational therapies, community planning, financial services, engineering, architecture, business, marketing, legislative and legal, as well as entrepreneurship opportunities.

Suggested High School classes (based on classes for Early Childhood):

- History of Aging Services, Policy and Advocacy
- Communicating with Older Adults and Cultural Diversity
- Older Adult Development I (Dual Credit with Community College, internship)
- Older Adult Development II (Dual Credit with Community College, internship)

| IsSubmitted | Modified       |
|-------------|----------------|
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| FALSE       | 10/18/19 11:06 |
| FALSE       | 10/21/19 8:21  |
| FALSE       | 10/21/19 10:34 |
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| TRUE        | 10/25/19 13:19 |
| FALSE       | 10/23/19 12:44 |
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| FALSE       | 10/25/19 12:41 |

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|-------|----------------|

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|------|----------------|

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|------|----------------|
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|------|----------------|

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|------|----------------|
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|------|----------------|
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| FALSE | 11/5/19 4:42  |
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| FALSE | 11/5/19 9:06  |

FALSE

11/5/19 13:25

TRUE

11/5/19 16:32

TRUE

11/5/19 13:37

FALSE

11/5/19 15:20

FALSE

11/5/19 21:50

FALSE

11/6/19 7:09

|      |              |
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|------|--------------|

|       |              |
|-------|--------------|
| FALSE | 11/6/19 8:23 |
|-------|--------------|

|      |               |
|------|---------------|
| TRUE | 11/6/19 14:06 |
|------|---------------|

|       |              |
|-------|--------------|
| FALSE | 11/7/19 8:14 |
|-------|--------------|

|       |              |
|-------|--------------|
| FALSE | 11/7/19 8:41 |
|-------|--------------|

|       |              |
|-------|--------------|
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|-------|--------------|

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|-------|--------------|
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|-------|--------------|

|      |               |
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| TRUE | 11/7/19 10:26 |
|------|---------------|

|       |               |
|-------|---------------|
| FALSE | 11/7/19 11:55 |
|-------|---------------|



TRUE

11/7/19 15:40

TRUE

11/7/19 17:23

FALSE

11/10/19 10:13

TRUE

11/11/19 10:08

FALSE

11/11/19 13:03

TRUE 11/11/19 17:56

FALSE 11/12/19 9:43

TRUE 11/12/19 10:46

FALSE 11/13/19 21:22

FALSE 11/14/19 15:12

TRUE 12/3/19 9:07

| ID | Question1       | Question1Other |
|----|-----------------|----------------|
| 20 | Administrator   |                |
| 21 | Administrator   |                |
| 23 | Teacher/Faculty |                |
| 24 | Administrator   |                |
| 25 | Administrator   |                |
| 27 | Teacher/Faculty |                |
| 28 | Teacher/Faculty |                |
| 29 | Teacher/Faculty |                |
| 30 | Teacher/Faculty |                |
| 31 | Teacher/Faculty |                |
| 32 | Teacher/Faculty |                |
| 33 | Teacher/Faculty |                |
| 34 | Teacher/Faculty |                |
| 35 | Teacher/Faculty |                |
| 37 | Administrator   |                |
| 38 | Teacher/Faculty |                |
| 39 | Teacher/Faculty |                |
| 40 | Teacher/Faculty |                |
| 41 | Administrator   |                |
| 42 | Administrator   |                |

43 Administrator

44 Administrator

45 Administrator

46 Administrator

47 Administrator

48 Administrator

49 Administrator

50 Administrator

51 Businessperson

52 Administrator

53 Administrator

54 Administrator

55 Administrator

56 Administrator

57 Administrator

58 Administrator

59 Administrator

|                    |
|--------------------|
| 60 Teacher/Faculty |
| 61 Administrator   |
|                    |
| 62 Administrator   |
| 63 Administrator   |
| 67 Administrator   |
|                    |
| 69 Administrator   |
| 70 Administrator   |
|                    |
| 71 Administrator   |
|                    |
| 72 Teacher/Faculty |
|                    |
| 73 Administrator   |
| 74 Administrator   |
| 75 Administrator   |
|                    |
|                    |
| 76 Administrator   |
|                    |
| 77 Administrator   |
| 78 Administrator   |
|                    |
|                    |
| 79 Administrator   |
| 80 Parent/Guardian |
| 81 Parent/Guardian |
|                    |
|                    |
|                    |
| 82 Teacher/Faculty |
|                    |
| 83 Administrator   |
| 84 Other           |

86 Administrator

88 Administrator

91 Administrator

92 Advocate

93 Administrator

94 Administrator

95 Administrator

96 Administrator

98 Teacher/Faculty

99 Administrator

100 Administrator

101 Administrator

102 Teacher/Faculty

103 Administrator

104 Administrator

105 Administrator

106 Administrator

107 Administrator

108 Administrator

109 Administrator

111 Administrator

112 Administrator

|                                                      |
|------------------------------------------------------|
| 113 Administrator                                    |
| 114 Teacher/Faculty                                  |
| 115 Administrator                                    |
| 117 Administrator                                    |
| 118 Administrator                                    |
| 120 Teacher/Faculty                                  |
| 122 Teacher/Faculty                                  |
| 123 Administrator                                    |
| 124 Administrator                                    |
| 125 Administrator                                    |
| 126 Administrator                                    |
| 127 Other                      High School Counselor |
| 129 Administrator                                    |
| 130 Administrator                                    |
| 131 Teacher/Faculty                                  |

132 Advocate

133 Administrator

134 Administrator

135 Teacher/Faculty

136 Teacher/Faculty

138 Teacher/Faculty

139 Teacher/Faculty

140 Teacher/Faculty

141 Administrator

142 Teacher/Faculty

143 Teacher/Faculty

144 Administrator

145 Administrator

146 Administrator

148 Teacher/Faculty

149 Administrator

150 Administrator



151 Teacher/Faculty

152 Administrator

153 Teacher/Faculty

154 Administrator

155 Teacher/Faculty

156 Administrator

157 Teacher/Faculty

158 Teacher/Faculty

159 Teacher/Faculty

160 Teacher/Faculty

161 Teacher/Faculty

162 Advocate

163 Teacher/Faculty

164 Teacher/Faculty

165 Administrator

166 Administrator

167 Administrator

169 Administrator

170 Administrator

171 Administrator

172 Teacher/Faculty

173 Teacher/Faculty

177 Teacher/Faculty

178 Administrator

179 Teacher/Faculty

185 Teacher/Faculty

186 Administrator

187 Administrator

188 Businessperson

189 Teacher/Faculty

190 Administrator

191 Administrator

192 Administrator

193 Administrator

194

195 Teacher/Faculty

196 Teacher/Faculty

197 Administrator

198 Teacher/Faculty

|     |                                     |
|-----|-------------------------------------|
| 199 | Teacher/Faculty                     |
| 201 | Administrator                       |
| 202 | Teacher/Faculty                     |
| 203 | Teacher/Faculty                     |
| 204 | Administrator                       |
| 205 | Other                      Bus Aide |
| 208 | Administrator                       |
| 210 | Teacher/Faculty                     |
| 212 | Teacher/Faculty                     |
| 213 | Parent/Guardian                     |
| 214 | Administrator                       |
| 217 | Administrator                       |
| 219 | Administrator                       |
| 220 | Administrator                       |
| 221 | Administrator                       |
| 222 | Administrator                       |
| 223 | Administrator                       |
| 224 | Teacher/Faculty                     |
| 225 | Administrator                       |
| 226 | Advocate                            |

|                     |
|---------------------|
| 227 Administrator   |
| 229 Administrator   |
| 230 Administrator   |
| 231 Advocate        |
| 232 Administrator   |
| 233 Administrator   |
| 234 Administrator   |
| 235 Advocate        |
| 236                 |
| 237 Administrator   |
| 239 Administrator   |
| 240 Administrator   |
| 241 Teacher/Faculty |
| 242 Parent/Guardian |
| 246 Teacher/Faculty |
| 247 Teacher/Faculty |
| 249 Administrator   |
| 250 Administrator   |
| 251 Administrator   |
| 252 Administrator   |
| 253 Teacher/Faculty |

254 Administrator

255

256 Administrator

257 Administrator

258 Other

259

260 Administrator

261 Administrator

262

263 Teacher/Faculty

264

265

266

267 Administrator

268

269 Administrator

270 Teacher/Faculty

271 Administrator

272 Administrator

273

Question2a

D230

NSERVE

DECA

Glenbrook South High School

New Trier High School

Amos Alonzo Stagg High School

Evanston Township High School

Evanston Township High school

Paris Union School District No. 95

Raccoon Consolidated School District No. 1

TCUSD3

Jersey CUSD#100

Pearl City School District #200

Prairie du Rocher

Benton Consolidated High School District 103

VIT Community School District # 2

Beardstown CUSD #15

Oakland CUSD #5

Leland CUSD 1

Oak Lawn Community High School

Lake Zurich Community Unit District 95

Wallace CCSD 195

Zion-Benton Twp. High School District 126

Shiloh Community Unit Dist. No. 1



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Elverado CUSD 196

Coulterville CUSD 1

Woodlawn USD 209

Putnam County CUSD 535

Peoria Public Schools

Harrison School District 36

Riverdale High School

Consolidated District 230

Pana CUSD 8

Peoria Public Schools

Monmouth-Roseville High School

Neoga CUSD3

WEST PRAIRIE HIGH SCHOOL

Pekin Community High School

---

West Carroll CUSD 314

Dolton East School District 149

Round Lake Area Schools District 116

CHSD 155

Huntley Community School District 158

Eureka High School

Peoria Public Schools

West 40 Regional Safe Schools Program

Chester CUSD 139

N/A

Collinsville Area Vocational Center and Collinsville High School

Field Elementary School

South Beloit CUSD 320

Rochelle Township High School

Peotone CUSD 207-U

Oak Park Elementary School District 97

Wauconda CUSD 118

Naperville Community Unit School District 203

Maine Township High School District 207

Highland School District

Huntley District 158

East Peoria Community High School

North Greene Unit District #3

CUSD #3

Mt Vernon AVC / EFE 520

Hardin County Schools CUSD #1

---

Empower Illinois

Wayne City Community Unit School District #100

Wayne City High School

Marion High School

EFE

Glenbard Township High School District 87

Glenbard Township High School District 87

Newton Community High School / JH Principal

Elmwood CUSD 322

---

Elmhurst CUSD 205

Maine Township High School

Township HS District 211

School District 308

Fremd High School

Conant High School

Hoffman Estates High School

James B. Conant High School

District 211

Township High School District 211

Township High School District #211

Scott-Morgan CUSD2

Tazewell Co/Area Education for Employment #320

---

Madison County CTE

Marquardt

Township HS District 211

Township High School District 211

---

Township High School District 211

Glenbrook North High School

Lyons Township High School District 204

Affordable Gutters

Cobden CUSD 17

Warren CUSD 205

Regional Office of Education #47

Indian prairie School District

Brown County CUSD #1

Vienna High School

Chicago Public School

Edinburg CUSD #4

Webber High School

Community High School District 99

Dolton East School District 149

chsd 99

Dolton East School District 149

Kankakee Area Career Center

Marion High School

Regional Office of Education

ACT Now



---

Carole Robertson Center for Learning

St. George Dist No 258

Manteno CUSD No. 5

West Chicago Elementary School District 33

Bradley-Bourbonnais Community High School

Cass County Teen REACH

Central Comm Unit School Dist 4

Cumberland High School

Marion High School

Township High School District 211

Wauconda CUSD 118

Milford Area Public Schools #124

Caroline Sibley Elementary School

---

Kankakee Area Career Center

Creative Communications Academy

Community Unit School District 308

Harrisburg CUSD #3

Northwest Educational Council for Student Success

Homewood Flossmoor High School

Roxana CUSD #1

Question2b

9000

9 high schools in 5 districts - approx. 24,000 secondary students

1100+

3200

500+

200

4

1351

256

TCUSD3

480

Pearl City School District #200

1

565

75

200

200 staff, 1840 students

N/A

420

375

110 high school students

---

430

225

Woodlawn USD 209

140 Staff

2500

460

Riverdale High School

8000

Pana CUSD 8

2500

N/A

Guidance Counselor

2000

---

West Carroll CUSD 314

Dolton East School District 149

Round Lake Area Schools

6,500

3,200

Eureka High School

West 40 Regional Safe Schools Program

1000

100

240

1100 students 100 staff

1000

1450 Students

600

1400

Naperville Community Unit School District 203

na

275

10,000

East Peoria Community High School

140

Mt Vernon AVC / EFE 520

1

---

45,000

Wayne City

Wayne City High School

18

500

Around 30 teachers

About 30 teachers

Newton Community High School / JH Principal

Elmwood CUSD 322

---



n/a

12,000 students

6

5

12000

Township High School District 211

7

250

Ten high schools

---

12

2700

#

---

1000

Glenbrook North High School

500

Cobden CUSD 17

Not Applicable

28000

800

Vienna High School

40

8

Dolton East School District 149

Dolton East School District 149

10

Marion High School

n/a

1600

---

1000

30

300

2100

150

Cumberland High School

1300

My high school has about 180 faculty members and over 2,000 students. We have 5 traditional high schools

4600

600

60

---

10 Member School Districts 800 Students

n/a

2

3200 students/staff

300

| Question2c | Question3            | Question4 | Question5 |
|------------|----------------------|-----------|-----------|
| FALSE      | Prefer not to answer | Suburban  | No        |
| TRUE       | White                | Suburban  | No        |
| TRUE       | Prefer not to answer | Suburban  | Yes       |
| FALSE      |                      |           |           |
| FALSE      | White                | Suburban  | Yes       |
| FALSE      | White                | Suburban  | Yes       |
| FALSE      | White                | Suburban  | No        |
| TRUE       | White                | Suburban  | No        |
| TRUE       | White                | Suburban  | No        |
| FALSE      | White                | Suburban  | No        |
| TRUE       | White                | Suburban  | No        |
| TRUE       | White                | Suburban  | Yes       |
| TRUE       | White                | Suburban  | No        |
| TRUE       | White                | Suburban  | No        |
| FALSE      | White                | Suburban  | Yes       |
| TRUE       | Hispanic             | Urban     | No        |
| TRUE       | White                | Urban     | Yes       |
| TRUE       | White                | Suburban  | No        |
| TRUE       | White                | Rural     | Yes       |
| FALSE      | White                | Rural     | Yes       |

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |  |  |  |
|-------|--|--|--|
| FALSE |  |  |  |
|-------|--|--|--|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|      |                      |       |    |
|------|----------------------|-------|----|
| TRUE | Prefer not to answer | Rural | No |
|------|----------------------|-------|----|

|      |       |       |     |
|------|-------|-------|-----|
| TRUE | White | Rural | Yes |
|------|-------|-------|-----|

|      |       |       |    |
|------|-------|-------|----|
| TRUE | White | Rural | No |
|------|-------|-------|----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |          |    |
|-------|-------|----------|----|
| FALSE | White | Suburban | No |
|-------|-------|----------|----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |          |    |
|-------|-------|----------|----|
| FALSE | White | Suburban | No |
|-------|-------|----------|----|

|       |       |       |    |
|-------|-------|-------|----|
| FALSE | White | Rural | No |
|-------|-------|-------|----|



---

|       |       |          |     |
|-------|-------|----------|-----|
| TRUE  | White | Suburban | Yes |
| FALSE | White | Rural    | Yes |

|       |                      |       |     |
|-------|----------------------|-------|-----|
| FALSE | Prefer not to answer | Rural | Yes |
| TRUE  | White                | Rural | Yes |
| FALSE | White                | Rural | No  |

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | Black | Urban    | Yes |
| FALSE | White | Suburban | Yes |

|      |                      |       |    |
|------|----------------------|-------|----|
| TRUE | Prefer not to answer | Rural | No |
|------|----------------------|-------|----|

|       |                      |          |     |
|-------|----------------------|----------|-----|
| TRUE  | Asian                | Suburban | No  |
| FALSE | White                | Rural    | No  |
| FALSE | White                | Rural    | Yes |
| TRUE  | Prefer not to answer | Suburban | No  |

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
| FALSE | Black | Urban | Yes |
| FALSE | White | Rural | No  |
| TRUE  | White | Rural | No  |
| FALSE | White | Rural | Yes |
| FALSE |       |       |     |

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Rural    | Yes |
| FALSE | White | Urban    | No  |
| FALSE | White | Suburban | No  |

---

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |          |    |
|-------|-------|----------|----|
| FALSE | Black | Suburban | No |
|-------|-------|----------|----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|      |       |       |    |
|------|-------|-------|----|
| TRUE | White | Rural | No |
|------|-------|-------|----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|       |       |          |    |
|-------|-------|----------|----|
| FALSE | White | Suburban | No |
|-------|-------|----------|----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|      |       |          |     |
|------|-------|----------|-----|
| TRUE | White | Suburban | Yes |
|------|-------|----------|-----|

|      |       |          |    |
|------|-------|----------|----|
| TRUE | White | Suburban | No |
|------|-------|----------|----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Urban | Yes |
|-------|-------|-------|-----|

|      |       |          |    |
|------|-------|----------|----|
| TRUE | White | Suburban | No |
|------|-------|----------|----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|      |       |          |    |
|------|-------|----------|----|
| TRUE | White | Suburban | No |
|------|-------|----------|----|

|       |       |       |    |
|-------|-------|-------|----|
| FALSE | White | Rural | No |
|-------|-------|-------|----|

|      |       |       |    |
|------|-------|-------|----|
| TRUE | White | Rural | No |
|------|-------|-------|----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|      |       |          |    |
|------|-------|----------|----|
| TRUE | White | Suburban | No |
|------|-------|----------|----|

|      |       |       |    |
|------|-------|-------|----|
| TRUE | White | Rural | No |
|------|-------|-------|----|

|       |       |       |    |
|-------|-------|-------|----|
| FALSE | White | Rural | No |
|-------|-------|-------|----|

|      |       |       |    |
|------|-------|-------|----|
| TRUE | White | Rural | No |
|------|-------|-------|----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Urban | Yes |
|-------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |                      |          |     |
|-------|----------------------|----------|-----|
| FALSE | White                | Rural    | Yes |
| TRUE  | Prefer not to answer | Suburban | No  |

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | Black | Suburban | Yes |
|-------|-------|----------|-----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|       |       |       |    |
|-------|-------|-------|----|
| FALSE | White | Rural | No |
|-------|-------|-------|----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|      |       |          |     |
|------|-------|----------|-----|
| TRUE | White | Suburban | Yes |
|------|-------|----------|-----|

|      |       |       |     |
|------|-------|-------|-----|
| TRUE | White | Rural | Yes |
|------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|      |       |       |     |
|------|-------|-------|-----|
| TRUE | White | Rural | Yes |
|------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |          |       |     |
|-------|----------|-------|-----|
| FALSE | Hispanic | Rural | Yes |
|-------|----------|-------|-----|

|      |       |       |     |
|------|-------|-------|-----|
| TRUE | White | Rural | Yes |
|------|-------|-------|-----|

---

|       |                      |       |     |
|-------|----------------------|-------|-----|
| FALSE | Two or More Races    | Urban | No  |
| TRUE  | Prefer not to answer | Rural | No  |
| FALSE | White                | Rural | Yes |
| FALSE | White                | Rural | Yes |

|       |       |          |     |
|-------|-------|----------|-----|
| TRUE  | White | Suburban | No  |
| TRUE  | White | Rural    | Yes |
| TRUE  | White | Rural    | No  |
| TRUE  | White | Suburban | No  |
| TRUE  | White | Rural    | No  |
| TRUE  | White | Rural    | Yes |
| TRUE  | White | Rural    | Yes |
| FALSE | White | Suburban | Yes |

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
| FALSE | White | Rural    | Yes |
| TRUE  | White | Rural    | No  |
| TRUE  | White | Urban    | No  |
| FALSE | White | Rural    | Yes |

|       |                      |          |     |
|-------|----------------------|----------|-----|
| TRUE  | White                | Urban    | No  |
| FALSE | Prefer not to answer | Suburban | No  |
| TRUE  | Two or More Races    | Suburban | Yes |

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
| FALSE | White | Suburban | No  |
| TRUE  | White | Urban    | No  |
| FALSE | White | Rural    | Yes |
| TRUE  | Asian | Suburban | No  |

|      |                   |          |    |
|------|-------------------|----------|----|
| TRUE | Two or More Races | Suburban | No |
|------|-------------------|----------|----|

|      |       |          |    |
|------|-------|----------|----|
| TRUE | White | Suburban | No |
| TRUE | White | Suburban | No |

|       |       |          |    |
|-------|-------|----------|----|
| TRUE  | White | Suburban | No |
| FALSE | White | Suburban | No |

|       |                      |          |     |
|-------|----------------------|----------|-----|
| TRUE  | White                | Rural    | No  |
| TRUE  | White                | Suburban | Yes |
| FALSE | Prefer not to answer | Rural    | No  |

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

---

|       |                      |          |     |
|-------|----------------------|----------|-----|
| FALSE | Prefer not to answer | Suburban | Yes |
| FALSE | White                | Suburban | Yes |
| TRUE  | White                | Rural    | Yes |
|       |                      |          |     |
| FALSE | White                | Rural    | No  |

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | No  |
| TRUE  | White | Suburban | Yes |
| TRUE  | White | Rural    | No  |

---

|       |       |          |     |
|-------|-------|----------|-----|
| TRUE  | White | Rural    | Yes |
| FALSE | White | Suburban | No  |

|       |       |          |    |
|-------|-------|----------|----|
| FALSE | White | Suburban | No |
|-------|-------|----------|----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|      |       |       |    |
|------|-------|-------|----|
| TRUE | White | Urban | No |
|------|-------|-------|----|

|      |       |       |     |
|------|-------|-------|-----|
| TRUE | White | Rural | Yes |
|------|-------|-------|-----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |       |    |
|-------|-------|-------|----|
| FALSE | White | Rural | No |
|-------|-------|-------|----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

|       |  |  |  |
|-------|--|--|--|
| FALSE |  |  |  |
|-------|--|--|--|

|      |       |          |     |
|------|-------|----------|-----|
| TRUE | Black | Suburban | Yes |
|------|-------|----------|-----|

|      |       |          |    |
|------|-------|----------|----|
| TRUE | White | Suburban | No |
|------|-------|----------|----|

|       |       |       |     |
|-------|-------|-------|-----|
| FALSE | White | Rural | Yes |
|-------|-------|-------|-----|

|      |                      |       |    |
|------|----------------------|-------|----|
| TRUE | Prefer not to answer | Rural | No |
|------|----------------------|-------|----|

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Rural    | Yes |
| TRUE  | White | Suburban | No  |
| TRUE  | Black | Suburban | Yes |
| TRUE  | Black | Urban    | No  |

|       |       |       |     |
|-------|-------|-------|-----|
| TRUE  | White | Rural | No  |
| TRUE  | Black | Urban | Yes |
| FALSE | White | Rural | No  |
| FALSE | White | Rural | Yes |

|       |                      |          |     |
|-------|----------------------|----------|-----|
| TRUE  | Prefer not to answer | Rural    | No  |
| TRUE  | Hispanic             | Suburban | Yes |
| TRUE  | White                | Suburban | No  |
| FALSE | White                | Suburban | Yes |

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | Black | Suburban | Yes |
| TRUE  | White | Suburban | No  |
| FALSE |       |          |     |
| FALSE | Black | Suburban | Yes |

|       |                      |          |     |
|-------|----------------------|----------|-----|
| FALSE | Prefer not to answer | Suburban | Yes |
| TRUE  | White                | Rural    | Yes |

|       |                      |       |     |
|-------|----------------------|-------|-----|
| FALSE | White                | Rural | Yes |
| FALSE | Prefer not to answer | Urban | Yes |



|       |                      |          |     |
|-------|----------------------|----------|-----|
| FALSE | White                | Urban    | Yes |
| FALSE | White                | Rural    | Yes |
| TRUE  | White                | Rural    | No  |
| TRUE  | White                | Rural    | No  |
| FALSE | White                | Rural    | Yes |
| FALSE | Two or More Races    | Suburban | Yes |
| FALSE | White                | Suburban | Yes |
| FALSE | White                | Rural    | Yes |
| FALSE |                      |          | No  |
| TRUE  | White                | Rural    | No  |
| FALSE | White                | Rural    | Yes |
| FALSE | White                | Rural    | Yes |
| FALSE | Prefer not to answer | Rural    | No  |
| TRUE  | White                | Rural    | No  |
| TRUE  | White                | Rural    | No  |
| FALSE | White                | Suburban | No  |
| FALSE | White                | Suburban | Yes |
| FALSE | White                | Rural    | No  |
| TRUE  | White                | Rural    | No  |
| FALSE | Black                | Suburban | Yes |
| FALSE | Black                | Suburban | Yes |

|       |                      |          |     |
|-------|----------------------|----------|-----|
| FALSE | Prefer not to answer | Suburban | Yes |
|-------|----------------------|----------|-----|

FALSE

|      |       |          |     |
|------|-------|----------|-----|
| TRUE | White | Suburban | Yes |
|------|-------|----------|-----|

|      |       |          |    |
|------|-------|----------|----|
| TRUE | Black | Suburban | No |
|------|-------|----------|----|

|      |       |       |    |
|------|-------|-------|----|
| TRUE | White | Rural | No |
|------|-------|-------|----|

FALSE

|      |       |          |    |
|------|-------|----------|----|
| TRUE | Black | Suburban | No |
|------|-------|----------|----|

|       |                      |          |     |
|-------|----------------------|----------|-----|
| FALSE | Prefer not to answer | Suburban | Yes |
|-------|----------------------|----------|-----|

FALSE

|      |       |       |     |
|------|-------|-------|-----|
| TRUE | White | Rural | Yes |
|------|-------|-------|-----|

FALSE

FALSE

FALSE

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

FALSE

|      |       |       |    |
|------|-------|-------|----|
| TRUE | White | Rural | No |
|------|-------|-------|----|

|       |       |          |    |
|-------|-------|----------|----|
| FALSE | White | Suburban | No |
|-------|-------|----------|----|

FALSE

|       |       |          |     |
|-------|-------|----------|-----|
| FALSE | White | Suburban | Yes |
|-------|-------|----------|-----|

FALSE

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|----------------|-------------|------------|------------|------------|
|                | FALSE       | 3          | 2          | 1          |
|                | FALSE       | 1          | 2          | 3          |
| 6184067821     | TRUE        | 2          | 1          | 3          |
|                | FALSE       |            |            |            |
| 8476928023     | TRUE        | 2          | 3          | 1          |
| 8478043847     | FALSE       |            |            |            |
|                | FALSE       |            |            |            |
|                | FALSE       |            |            |            |
|                | FALSE       |            |            |            |
|                | FALSE       |            |            |            |
|                | FALSE       |            |            |            |
| 8476262074     | FALSE       | 2          | 1          | 3          |
|                | FALSE       | 1          | 2          | 3          |
|                | FALSE       | 3          | 2          | 1          |
|                |             |            |            |            |
| 8478454586     | TRUE        | 3          | 1          | 2          |
|                | FALSE       |            |            |            |
| 8474247669     | TRUE        | 3          | 2          | 1          |
|                | FALSE       |            |            |            |
|                |             |            |            |            |
| 2178265912     | TRUE        | 2          | 3          | 1          |
| 2172640835     | FALSE       |            |            |            |

|            |       |   |   |   |
|------------|-------|---|---|---|
| 6185327329 | TRUE  | 1 | 2 | 3 |
| 2178247725 | FALSE | 2 | 3 | 1 |
| 6183227461 | FALSE | 2 | 3 | 1 |
| 8154432715 | TRUE  | 2 | 3 | 1 |
| 6184441214 | TRUE  | 1 | 2 | 3 |
|            | FALSE |   |   |   |
| 6184396415 | FALSE |   |   |   |
| 3097585138 | FALSE |   |   |   |
|            | TRUE  | 3 | 1 | 2 |
| 2173233099 | TRUE  | 3 | 2 | 1 |
|            | TRUE  | 3 | 2 | 1 |
| 8154953231 | FALSE | 1 | 2 | 3 |
|            | FALSE |   |   |   |
| 8475405489 | TRUE  | 1 | 2 | 3 |
| 8154332986 | FALSE | 3 | 1 | 2 |
|            | TRUE  | 1 | 2 | 3 |
|            | FALSE |   |   |   |



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|            |       |   |   |   |
|------------|-------|---|---|---|
| 7735171554 | TRUE  | 2 | 3 | 1 |
| 6185681321 | FALSE | 2 | 3 | 1 |

|            |       |   |   |   |
|------------|-------|---|---|---|
| 6187582881 | TRUE  | 1 | 3 | 2 |
| 6187352631 | FALSE |   |   |   |
|            | FALSE |   |   |   |

|            |       |   |   |   |
|------------|-------|---|---|---|
| 3096726768 | FALSE | 3 | 2 | 1 |
|            | FALSE |   |   |   |

|  |      |   |   |   |
|--|------|---|---|---|
|  | TRUE | 2 | 3 | 1 |
|--|------|---|---|---|

|  |      |   |   |   |
|--|------|---|---|---|
|  | TRUE | 1 | 3 | 2 |
|--|------|---|---|---|

|  |      |   |   |   |
|--|------|---|---|---|
|  | TRUE | 1 | 3 | 2 |
|--|------|---|---|---|

|            |       |  |  |  |
|------------|-------|--|--|--|
| 3095233181 | FALSE |  |  |  |
|------------|-------|--|--|--|

|  |       |   |   |   |
|--|-------|---|---|---|
|  | FALSE | 1 | 3 | 2 |
|--|-------|---|---|---|

|            |      |   |   |   |
|------------|------|---|---|---|
| 2175621500 | TRUE | 1 | 2 | 3 |
|------------|------|---|---|---|

|            |      |   |   |   |
|------------|------|---|---|---|
| 3096726768 | TRUE | 3 | 2 | 1 |
|------------|------|---|---|---|

|  |       |  |  |  |
|--|-------|--|--|--|
|  | FALSE |  |  |  |
|--|-------|--|--|--|

|  |      |   |   |   |
|--|------|---|---|---|
|  | TRUE | 1 | 3 | 2 |
|--|------|---|---|---|

|            |       |  |  |  |
|------------|-------|--|--|--|
| 2178952201 | FALSE |  |  |  |
|------------|-------|--|--|--|

|  |       |  |  |  |
|--|-------|--|--|--|
|  | FALSE |  |  |  |
|--|-------|--|--|--|

|            |      |   |   |   |
|------------|------|---|---|---|
| 3094563750 | TRUE | 3 | 2 | 1 |
|------------|------|---|---|---|

|  |      |   |   |   |
|--|------|---|---|---|
|  | TRUE | 1 | 2 | 3 |
|--|------|---|---|---|

|  |       |  |  |  |
|--|-------|--|--|--|
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**Question7**

Very Important

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**Question8**

Djdbdb

A CTE course offering college credit in high school reflects the rigor and skill demonstrated by students and the quality of the instruction.

Not all students will attend a post-secondary institution and options should be available for work readiness skills

Research shows that 60% of good jobs will require some form of postsecondary or certification. If we can get students started on a path that will enhance their future, we will serve them well.

I believe that dual credit is valuable for many of our students. I don't believe that all students can handle the level of work required for dual credit while in high school.

I am currently not teaching dual credit.

I really feel we need all three to provide enough flexibility. Each PoS has different possibilities and the WBL indicator will take some time to build partnerships to be able to complete.

in general i don't think it matters in the suburban setting where many kids go to college. but it is more important in the cities where kids go to juco's. i know that my son took advantage of it.

We offer a number of dual credit CTE courses that have been helpful to those students that go on to the community college for further training.

We are an elementary school district and this doesn't pertain to us.

We would like to offer more dual credit opportunities. Although we are able to offer some dual credit, working with the local community college and our area vocational center, we would like to give students an opportunity to expand these dual credit opportunities.

We have growth in our rural area and no workforce to help provide this growth in many areas. Our high school has a vocation program that is thriving and we need support in this area as a school district. As the superintendent we are doing anything possible to help this group expand!

I believe that CTE programs are important to all populations. I do not believe that we need to single one out in general. I believe that this is an area that the job market is finding it hard to fill the positions that they have open.

CTE Students need to come out of H.S. with a clear path to employment.

Varies, depending upon the student/employee, not so important in my work

Students who can graduate with certificates and program transcripts means a better workforce for our community.

Dual credit for all CTE concentrations is only moderately important because many of the students taking and completing these classes do not go on to college. There are some that do, but there are more that do not.

In a standardized education system, anything we can offer individually that benefits our students moving forward beyond graduation from high school is extremely valuable.

It helps define a pathway and provide a capstone experience, many of our students choose to attend either two or four year institutions and this early college opportunity provides meaningful savings and preparation for students and families.

Dual credit gives everyone more options.

The purpose of CTE programming is to prepare students for success after high school. Any advantages we can provide students to continue their post-secondary academic opportunities that provide financial savings is very important to their continual success.



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With the cost of college it's an incredible gift to get dual credit in our classes.

x

In a low-income area dual credit allows students to achieve postsecondary credits at a much lower tuition rate. It is also helpful for our students to feel successful at college level course work, while still having the support of high school educators, to make postsecondary course work more enticing for them.

saves time and money

Gen Z - will be inspired to participate

Welders completing a program don't need dual credit when they can exit and take position of \$30/hour. Most CTE concentrators will be able to do the same or attend a specific trades school for additional skills that do not require or need college credit.

Many students take our courses to gain knowledge in the content, not necessarily to get dual credit. However, I do like that we give students the options whether they want the dual credit.

For some students, having the option to obtain dual credit is motivation to participate and succeed. Traditional school is not for everyone, so it may give them an incentive. For others it may be another incentive for a better way of life or a way to provide for their family faster.

Equity for all students.

It allows students to get degrees faster, and more affordable.

saves time and money

This inspires Gen Z

I would like to see more data on why this special populations need to be explicitly defined in the act considering everyone would benefit from dual credit.

In order for students to participate in dual credit programs, they must meet reading and/or math test score requirements for admission. Not all students in CTE courses have the academic background or ability to perform well on standardized exams. Therefore, they may not meet the entrance requirements for a college level course. We are a small, rural school that must have a minimum number of students enrolled before we can offer dual credit courses. It is likely that we would not be able to offer dual credit courses in CTE areas. I do not believe that this precludes our students from matriculating to a CTE program at the community college level.

I do believe that Dual Credit is a wonderful opportunity but not completely necessary in terms of what CTE can offer students even with dual credit attached to it.

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If enrolled student is hoping to pursue higher education then having a dual credit is important.

It is important that students in special populations have equal access to CTE in the event they are unable to attend a community or a 4 year accredited university. They need access and opportunities to learn skills in career technical education.

Providing opportunities for students to earn dual credit for participating in CTE courses supports them in exploring post-secondary opportunities in high-demand fields and provides networking opportunities for students to connect with possible mentors.

The experience is extremely important!

Besides the financial savings of earning college credit in high school, completing dual credit gives students the experience of a college class with high school supports that may give them the confidence to continue down a specific career path in college.

N/A

Dual credit isn't an indicator that would lead us to think that it would measure success. I would rather see something that is more broad - such an early and career credential, that encompasses dual credit, AP, IB, Seal of Biliteracy, and Industry Recognized Credentials.

Dual Credit is important; however, it is more important to providing students credentialing opportunities and work based experiences to ensure students are career ready.

Dual Credit opportunities offer students rigorous skill training and college credit. It has "raised the bar" for CTE programs.

Equity of opportunity!

Populations mentioned need more opportunities and options than they often times have.

The cost of college credits is expensive for many families.

Dual credit sets the stage for continued education however families with limited resources often feel that is out of reach and therefore not relevant

Work based learning which earns dual credit is the best change we could make for students. If we truly want to develop a new work force, it must be done through partnerships with companies and two year colleges. Small schools like mine can not afford to develop in house programs that can lead to credentialing of students. CTE students must have access to the work force while in high school. This is the best and only way students will be college and career ready when they graduate from high school.

Dual credit is a way to get students of the special population into the mindset that postsecondary education is possible

Helps to reduce the financial burden for students.

Dual credit is important because it provides options to students that may not be currently available. Additionally, it removes barriers and offers multiple paths to obtain a quality education.

We have a large population of our students who go on to CLC before attending a university and this is very beneficial to them.

Provides early college credit and an opportunity to explore a career cluster of interest leading to higher percentages of post-secondary graduation rates.

Students graduate high school with college credit they can transfer to another college. This translates to substantial cost savings and encourages them to continue on their career path

Dual credit enables all populations access to college education

Dual Credit and post secondary coursework both provides a rigorous high school experience, and also jump starts a student on post-secondary training.

Because of their disability, getting training that will most likely benefit them and help them get into a career, is impactful during secondary education

Students that would be identified in special populations have a disadvantage upon graduating without earning the needed skills, credentials, or training through Dual Credit because follow through after graduation can be quite difficult. The ability to help these students earn CTE skills or credentials in school will benefit the transition plan, their own post-graduation success, work/career placement, and overall ability to support themselves. Dual Credit for CTE has to be cost effective as well because students that fall into Special Populations, for the majority, do not have the means to pay for this type of training or credentials through Dual Credit programs and classes.

Allows students to attain skills without having to deal with all the hurdles that can stand in their way post graduation.

Allows students to have a solid understanding of material before they start college.

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Increasingly, the need to provide a high school diploma that shows real value to employers (i.e.- through earned credentials) is ever more important. The era of high school diplomas as a singular, stand-alone credential of any mastered knowledge valued by employers has largely gone by the wayside. For students who do not plan to go to college, at least not at the outset, the most-effective form of identifying career-readiness is the ability for a student to show mastery over at least one skill that leads to employment.

In similar fashion, the ability to have a student who has earned postsecondary credit through courses completed in high school provide the check that that student demonstrated true college-level ability. For students who do plan to pursue a college or university education, dual credit earned in high school cuts down on the expenses for students, and again, to underscore, shows that a student is prepared to do college level work.

While important, work-based learning does not provide any objective measure of career readiness that can be measured across the board. The quality of work-based learning programs will vary, which will make it a poor measure of accountability.

A good number of career areas served by CTE programs require additional training, often in the college setting, after high school. Students who have early success in classes at this level are more likely to enter a post-secondary training program and have success in it.

Transitioning from high school may be easier for students who earn dual credit.

I think dual credit is certainly beneficial to students in increasing their education however, I also believe that it depends on the content and quality of the course. Additionally, it may not be hugely beneficial to someone entering the workforce or a trade school.

Dual credit is important for students if they plan on attending the post-secondary institution affiliated with this credit. If not, and if it isn't transferable to another institution, it would be less important.

Dual credit organizations can sometimes be difficult to work with.

NA

Eliminates transportation obstacles by offering dual credit in high schools.

These are the students who can often benefit the most from dual-credit opportunities. It proves to them that they are capable of postsecondary learning, which should be something we want every student to understand.

It is a gateway into continual post secondary education.

Students that are taking dual credit classes are prepared for the workforce

I do think DC is important, but I feel the state puts too much emphasis on something that is not beneficial to all students (those choosing to not go to college)

Dual Credit is important to the students of my rural district and to those of 'special populations' who may need additional supports.

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Students are not always put into classes in the CTE department that they have interest in. Dual credit should only be for students who have a path in place. Dual credit should be applied for not given to all CTE participants.

Dual credit is sometimes not an option in all pathways and should not a defining indicator.

Zhdjdjdjd

Dual credit reduces the financial burden of obtaining a certification or degree at a postsecondary institution.

I think that credentials for CTE concentrators are more important than dual credit. Most CTE concentrators will not pursue an associates or bachelors degree, just certifications in the area they want to work in.

Dual credit helps encourage those who didn't think they could operate at a high level of learning. That being said, not all college degrees are equal. A journeyman electrician will earn more than 95% of the college graduates will earn without the debt. I am not 100% certain that college is right for everyone and believe less and less that this is the correct route to financial prosperity.

Dual Credit is not that important if CTE concentrators can go directly into the workforce without more traditional schooling.

Dual credit is not always available in a pathway.

Many students/parents are interested in programs that offer dual credit.

Dual credit is a way for students to be successful at a college level without having to pay for the credits that they earn,

None

Dual credit allows high school students to pursue career paths that are not available in their own high school. It opens a door of great opportunity for ALL students, including those in special populations. I see this area a one of continued growth in the Tazewell EFE region.

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Dual credit not only benefits students by lowering the cost of post-secondary education, but it also helps build connections between secondary and postsecondary CTE programs.

Dual credit is not an option in many of the pathways, so should not be a deciding factor.

Dual credit is sometimes not an option for certain classes. That being said, I don't feel it should be a main indicator.

These are the very students who will have difficulty paying for college credits.

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Not all students intend on completing a post secondary degree.

Believe the opportunity is important for all students.

It is hard to link all programs of study to dual credit classes due to course alignment with community college, high school teachers not meeting requirements for adjunct professor especially in the area of business, not all students are ready at the freshman level to take a dual credit course.

Dual credit gives students options--especially as a matter of equity for cost of college. While not everyone needs to go to college, our community colleges are the places with the most robust CTE programs that are natural landing points for students throughout their lives.

Our business is more interested in productivity, and employees showing up on time, then we are knowing the number of dual credit courses of our employees.

100% dependent on what the dual credit leads to. Dual credit, by itself is a poor utilization of resources. Dual credit that launches a post secondary path, can be amazing.

I think that it is very beneficial for those populations. In a rural setting, these students are usually first generation college students. A certificate (example welding) that would lead to a job start in high school would increase the chance of the student completing that certificate once they leave high school.

Many students feel like they cannot do well in college. If they successfully complete a CTE dual credit course in high school then they may further pursue a certification or degree in that area after graduation.

CTE is the backbone of the economy and provides pathway opportunities for students interested in many careers.

Dual Credit is an extra perk that may or may not be available to students or a school district based on the distance between the high school and the community college. It shouldn't be the main driver of Secondary CTE due to the nature of the State of Illinois where dual credit is not necessarily feasible in all areas of the State.

It does give opportunity for doing bridge type work for certain careers

Dual credit has the potential to jump-start a person's career--or at the very least--allow career exploration prior to high school graduation.

CTE opportunities through dual enrollment may give a student experiences in different career paths. The dual enrollment also assists with time in postsecondary programs with a reduction in cost. It may provide the student to continue education beyond their existing families.

I can see benefits of both sides.

I believe that the most important idea is to get students the opportunity to have these type of classes and get the experience.

Work based learning is THE most important quality indicator of performance . A part time job sets a student up for success in their future full time job, lays a foundation for instant summer employment for the out of state college student who comes home for the summer, , makes the student fearless in the FAFSA process to opt in to the student work option, increases a student's network, refines social skills, and contributes to a decrease in student college debt.

Working with the community college allows students to satisfy secondary and post secondary requirements to get them a head start for their future and professional career.

Dual credit in all subject areas, including CTE, is beneficial to all students.

Working with the community college allows students to satisfy secondary and post secondary requirement to get them a head start for their future professional careers.

Any student who has the opportunity to earn dual credit, college credit, as a CTE student is profound. Many students who are guided into CTE classes may not have the skill set, as seen by guidance counselors, to be prepared to go to college. Many high schoolers have no idea what they want to do after graduating high school. The majority of students do not continue within the course of study pathway that they followed in high school. A student having the option to obtain college credit for a class that may have started out as an exploratory option could set a young person on a more direct path to success. This also allows one to obtain knowledge and experiences that may come with post-secondary coursework. Providing an opportunity for a young person to obtain post-secondary credit allows for personal growth and acquiring transferable skills that travels beyond the world of education.

It is important for those students continuing onto community college as that is where most dual credit is earned. Is is still important for those going straight into the workforce and to university but reasons why become less clear.

Dual credit is very important. However, current procedures do not reach these populations effectively. We recommend partnerships with afterschool programs and community-based organizations to increase access to these populations.



Dual credit is very important and partnerships with afterschool and summer providers is critical to meeting the need successfully.

I believe that dual credit can be beneficial for some but not for others. Some students are cognitively ready while others are not. Making it available is important but should not be mandatory.

Having the option of dual credit courses is very important to offer students a free and/or inexpensive step into higher education and shares a challenging course that gives a taste of the level of expectation beyond the high school level.

Having the opportunity to dual credit is a bridge to further training and educations beyond high school and is critical in providing equity for our students of color and student in poverty.

duel credit will save the youth money and time.

It is an opportunity that should be presented to all if feasible.

Our organization does not offer dual credit CTE classes.

Some college experience is the standard now in many jobs. Students having at least some dual credit will only be helped in their future.

Dual Credit is only given if the instructor has the correct credentials. It is difficult for the teacher to get those credentials if they do not have their Master degree in the correct area.

Dual credit can assist students greatly as they pursue a degree or certification program after high school. Not all pathways require college coursework, which is why I chose "moderately important". Participation in some form of internship, apprenticeship, or other work experience, for example, is more important.

I feel it is beneficial, but certainly not magical.

Dual credit allows CTE students to experience rigorous post-secondary level coursework that they might not otherwise pursue.

Dual credit for all CTE concentrators is very beneficial. Any student who has the opportunity to earn dual credit, college credit, as a CTE student is profound. Many students who are guided into CTE classes may not have the skill set, as seen by guidance counselors, to be prepared to go to college. Many high schoolers have no idea what they want to do after graduating high school. Having the opportunity to obtain college credit maybe beneficial to that student in their future. The majority of students do not continue within the course of study pathway that they followed in high school. A student having the option to obtain college credit for a class that may have started out as an exploratory option could set a young person on a more direct path to success. This also allows one to obtain knowledge and experiences that comes with post-secondary coursework. Providing an opportunity for a young person to obtain post-secondary credit allows for personal growth and acquiring transferable skills that travels beyond the world of education.

First, I believe a self fulfilling prophecy exists here and success breeds success and dual credit opportunities show a student that they CAN. DC also allows a student to test the waters of a program of study and sets them on the path to a career with on and off ramps that allow progression appropriate for the individual student. There are cost and time savings for all and exposure to career study in a less threatening environment when done while still in high school. Students can also improve job access and get a heads up on part time jobs while still a student, depending on the class and job area.

I feel any information is data and can help drive decisions.

For students seeking a two or four year experience after high school, this would be a great opportunity to have experience in a CTE concentrator. For those students seeking a pathway in trades or military service, this would not be as important. Regardless of the path after high school, any student with a CTE experience would benefit from exposure to a more diverse career pathway.

Dual credit can be a positive for some students but some students are not prepared to graduate high school with an associates degree as well.

Dual credit completers are more likely than their peers to experience significantly higher rates of early college success and retention, graduate within three years, and have higher rates of employment and earnings at age 22.

It gives a student the incentive to continue post secondary work after graduation

Dual credit has saved our students thousands of dollars and has been the reported sole reason for many continuing their education (financially feasible).

Question9

Question10

Question11

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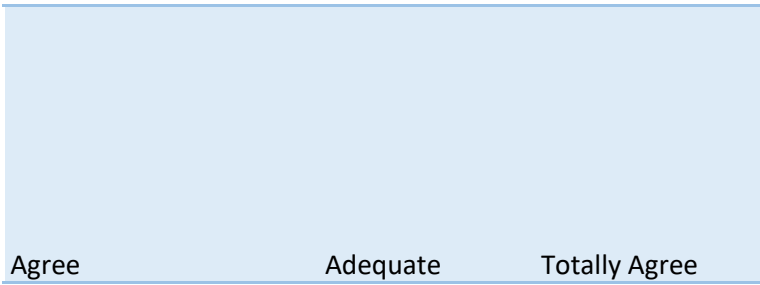
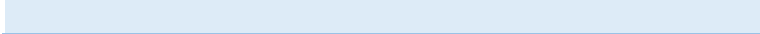
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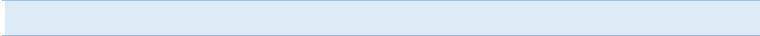
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Question12

n/a

The graduation rate, while aspirational, seems way too high and does not align with the academic core indicators. While I would much prefer evaluating students on multiple measures rather than a single test, if only about 35% of our concentrators achieve proficiency in core academic areas, we have no business graduating 95-97% of them from high school.

Some I believe are too low including 3S1, 4S1, and 5S2.

so long as core indicators are aligned to realistic work place skills and outcomes they are worthwhile.

We have seen that the need to take remedial math and english at the community college level has been a hindrance to some students who are interested in a trade to the point that they stop. Many of these students are talented at their trade, but are turned off by the continued struggle with Math and English in the Academia form. They can perform what they need to in the trade setting, but not the Academia setting.

We are an elementary school district and this does not pertain to us.

I think that having an extra credential on the transcript is only helpful if the businesses in that area buy into it. If they do not it really is meaningless. I do believe that dual credit helps students finish a certificate that they might not have gone on to get because it was part of their programming in high school.

Connect CTE students with post graduation path to employment.

Again, in my location, this can vary

Until parental involvement accountability is addressed within our schools and communities the student populations we currently are educating lack the motivation to do their best. It is a very cumbersome time in education with internal controls being greatly affected by external variables. Educators and Administrators alike are very frustrated with the watered-down discipline that is creating a classroom environment with less emphasis on support for the educator and more loopholes and excuses for students. You can add all the criteria you want, but it is not efficient or fair with all of the mandates and controls.

By simply setting state-determined levels of Core Indicators of Performance, CTE concentrators will not necessarily improve.

Since this is based on state averages, it seems appropriate, but I do wonder if the disparity statewide that contributes to this averaging will lead to some drastic differences in achievement levels of Core Indicators. I agree with the baseline calculation method for informing the benchmark growth. I think it would be more meaningful to have a sliding scale/growth metric aligned to existing data within regions or EFEs, so that achievement is more comparable

I have no comment.



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I have none

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Academic performance seems low, but it is accurate for a growth rate.

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I don't believe postsecondary credits is an great measure.

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no comment

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None

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dfsdfs

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I have a concern that if they are too high, then the view will be we are failing. Much like the State Testing, it is viewed as failure when we don't meet those goals.

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Show the disaggregated data also

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I assume indicators decrease in some years due to identified patterns with certain classes of students. However, if my assumption is correct, then I believe it needs further explanation. Without any sort of explanation, I question why they decrease.

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There is not enough information on how academic proficiency will be measured for 9th - 12th grade students.

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NA

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ELA and math proficiency is too low.

Must ensure that students in special populations are able to meet determined levels of Core Indicators of Performance.

Academic proficiency in the core subjects is vitally important to student success regardless of their chosen career path.

The chart looks good.

No additional concerns.

N/A

You don't call out any students groups if your indicators. If this is an area of focus, then those student groups should be specifically called out with separate weights.

None.

The very high expected graduation rate does not align with the low expectations in the three core academic areas. If we plan for a 95-97% graduation rate, but only about 35-37% of CTE concentrators to achieve proficiency in ELA, Math & Science, we have no business graduating those students.

I have no additional comments

Overall, the percentages listed do not support the arguments.

NA

Generalized indicators do not account for the individual context of each district or their specific demographics

It is extremely difficult to make absolute decisions in this area.

I have no concerns

I do not believe my depth of knowledge is sufficient to answer these questions well.

I need additional information to answer questions 10 and 11.

Several indicators are difficult for school districts to track and monitor.

na

Looks on track

I have no additional comments.

I feel the 4 year graduation rate is too high, compared to the %'s in the other categories

Specific communication, training, and partnership to effectively incorporate this is needed and a must.

NA

None at this time

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My concern in particular is around the post-secondary placement rate, although there are concerns with the proficiency levels as well. ISBE and local school districts need to focus the high school experience, particularly with CTE students, around placement after high school. If a significant number of students are graduating on par with the projections, but a majority are still failing to find post-secondary placement, that's a problem.

No additional comments/concerns.

None

No additional comments.

Many of our students may go directly into the workforce after completing a program in high school. I am not seeing an indicator here that fully represents those students. If this is a work in progress, I'd like to see that added as an indicator.

NA

NA

Core indicators provide a good baseline for local schools.

Some of these are a little vague so it is difficult to determine how much this would help.

We agree with the current core indicators of performance established by the State.

Students need to be in classes that are important to what they are going to use as an adult

Non-traditional Program Enrollment seems like it may be unobtainable.

Would like to see how they came up with the data to cross check with my school data

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N/a

I'm curious why the percentages go down in the last column.

It is troubling that 45% of students are able to attain post-secondary dual-credit when only 37%, 29% and 36% of them are proficient in English, Math and Science respectively.

I feel like the percentages for 3S1, 4S1 and 5S2 should be higher.

What do these numbers actually mean? What story do they tell. I am not even sure where they came up with these percentages.

The drop off of graduation rate, proficiency in English, Math and Science go down in the last year. Why is that?

Why are we still tracking 'non-traditional' careers? Seems like we are good on that now, and should not be differentiating based on gender. (especially with all the new accepted genders now...)

Why do the numbers go up in 22-23, but back down in 23-24?

Each district has a different population/course offering and this should be reflected in the state-determined levels.

None

I believe the academic indicators of English, math, and science should all be lumped into ONE core indicator rather than three separate indicators.

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I do not understand the rationale for the projected targets moving forward. Also, I do not feel we have accurate data yet on state assessments to determine what the levels should be at this time.

N/A

na

I have none.

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N/A

no additional comments

n/a

It is not clear how these Indicators measure the Perkins goal.

N/A

I do not believe that the state assessments in math, ELA, and science are aligned to the needs of the business community.

n/a

The CTE concentrator proficiency as measured by state assessments seem low.

The measure for 5S2: Attained Post-secondary Credits is too high for those districts that are located more than 45 minutes drive from the local community college and, therefore, do not have a reasonable opportunity to provide Dual Credit experiences in CTE at the local level.

I feel that 3S1, 4S1, and 5S2 could have some growth in the healthcare fields

While I think I understand why the 2023-2024 values are lower than the 2022-2023 values, I do not believe that this will meet the requirement of continuous improvement. Consider adding race-ethnicity to 4S1 as a means to improve outcomes for underrepresented race-ethnicity groups.

I have a concern with the increase in FY22-23 with the drop/stability in FY 23-24.

N/A

I just think more information on the clarity of what CTE programs include.

none

We strongly support the non-traditional program enrollment component of the state indicators.

State determined levels provide a goal but I fear that some areas, not all, are too high.

We strongly support the non-traditional program enrollment component of the state indicator.

Question 10 is assuming our state's local education and business communities are on the same page. The business and industry community does not recognize the stated "indicators" as a means of gauging a suitable employee.

None

We suggest the inclusion of an indicator tracking career exposure at younger ages.



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It would be best if there is an indicator tracker career exposure at younger ages

n/a

Indicators could be expanded to consider outcomes such as employment in Illinois and employment in field related to concentration. Could also consider measuring outcomes as noted above for students taking only one CTE course. Engagement in pathways in demand such as STEM could also be measured.

No additional comments

The data may be skewed because there is not a break down for special populations.

n/a

NA

These are great goals that I hope can be achieved.

NA

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I believe that the state's data is not correct and not all students are represented. I believe that we should adhere to whatever the federal government has set forth for Perkins.

I need more information TO MAKE AN INFORMED DECISION.

Would like more data/information on the chart above, specifically 4S1.

N/A

I'm not sure where they pulled the data. It does not fit to the state's reportcard

none

Question13

Professional learning opportunities for students and teachers and state-regulated caps on class size- ideally around 15 students. Include affinity groups and funds allocated for dual credit academic supports.

We should be focused on integrating core academics into CTE classes, having teachers collaborate in multiple areas, and implement competency-based assessment whenever possible. There is substantial research on the fact that students learn more effective

Support for more PLNs that are regionally based. Support with additional PD on special populations. When needed, additional funding for classroom aides in situations where addressing special populations causes safety concerns. For example, co-teaching wo

aligning curriculum with worthwhile standards.

The more state requirements for math, english, science, and the more tutoring time we put those students in to meet those requirements, the less they are in the CTE courses. This is not to say that the core subjects are not important, but the urge to put

We are an elementary school district and this does not pertain to us.

I believe our school has already been doing a lot of these things already.

Connect CTE students with post graduation path to employment.

High school graduation is the most important aspect

A designated program of study system with credentialing.

The establishment of state-determined levels of performance data alone will not improve career and technical education. Opportunities for CTE students to learn a skill and what it takes to be successful with that skill in a particular field must be avail

I would love to see more CTE based math, science and English offerings built into pathways so that those students who do have passions or visions of their future can practice skills that meet those passions or visions. The CTE Transitional Math is a good

I have nothing to offer.

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More opportunities for students to do apprentice type work during school hours. More opportunities for our classes to be dual credit.

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Professional learning opportunities for requirements for special needs students along with differentiated instruction and assessment would be helpful.

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Math courses specific towards CTE students.

We need more professional learning opportunities for both teachers and students. More work experience/collaboration with professionals.

Definitely offer extended programming for CTE students, such as tutoring, summer school, extended term, etc.

sdfdf

This data could be used to look at the quality of the programs that we are offering, and where we can get better.

The money should go directly to the districts to reimaged and reach all students including the most difficult to serve.

ISBE needs to provide greater autonomy to schools when establishing programs.

Services should be provided directly to students. Tutoring for CTE students would be beneficial. It would also be helpful if competency-based curriculum was developed for CTE courses so that English, math and science is taught via CTE courses and could be

Not sure but the answer should not be to "punish" or "rank" school or create another avenue of "shaming" if schools are not where they need to be.

---

Yes, tutoring is needed as well as math and ELA credit.

Professional learning opportunities for CTE instructors is a vital component of success.

Yes I feel professional learning opportunities would be very beneficial.

Areas would include up to date equipment, training, and best practice in regards to teaching/supporting these special populations.

N/A

I think you are thinking too locally. I would rather see investment in earlier awareness building at the elementary and middle school level. Developing magnet academies in each district that would allow for a K-12 pathway as opposed to starting this wor

By and large, tutoring students in core academic subjects does not produce better results because we "drill" on content, using the same teaching methods where students have previously failed. We need to concentrate on integrating core subject matter into

Professional learning and continued use of networks to train and support educators.

Funding to the level that allows schools to hire staff that can both teach and coordinate with our community business opportunities.

PD- how will these students be tracked after high school?

Additional supports are essential however with the limited funding and lack of increase for so many years the current grant allocations cannot bear the brunt of these supports without substantially effecting current levels or resources utilized for suppli

I would like to see a better way to make connections with CTE program and the local workforce. Currently, this is a challenge in the rural setting

Agree with statements for increased tutoring, professional learning opportunities for special needs populations. Also, increase the amount of professional development for staff.

A comprehensive systems approach to career and technical education is what is needed. Tutoring may be beneficial, and professional learning is always a plus, however, if we don't deal with the system, we could be potentially only be putting a band aid on

ISBE should clarify rules around dual-credit partnerships; challenging to track dual-credit programs with accuracy. Prefer a metric that demonstrates the value we place on participation in CTE programming.

Continuing to support professional development opportunities for teachers directly benefits students via improved instruction.

More funding provided to schools for materials/training

Enhanced support for real world learning within public school districts.

More opportunities for students to get work based experiences, other than traditional co op. Regional based focus is crucial to smaller or rural districts that don't have the resources to meet the needs of their students

All of these improvements require funding. Our district cannot support other initiatives or programs without adding financing. I feel that tutoring for CTE students/CTE Special Populations and professional learning opportunities are a great idea but aga

That is already offered via the grant.

We can analyze this data to determine what students were serving and work to create additional opportunities to expand the populations we serve.

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Tutoring may help, but there needs to be sufficient opportunities (and equitable access to those opportunities) to learn the direct skills necessary to compete for jobs post-high school. This likely means ensuring there are true career counselors, not gen

I do not think that an increase in tutoring would improve CTE quality. We need more programs in higher education in our state which train prospective teachers to be CTE instructors. Also, consider including CTE educator training which includes some level

Offer incentives to instructors who teach dual credit in CTE programs. Increase professional learning opportunities to assist in meeting needs of special populations.

I think our CTE teachers could definitely use more opportunities for professional development both to learn new methods of teaching and to refresh ourselves on current content.

Tutoring is helpful. In prior years, our Regional System has made this available, but this ended last year. I would like to see that reinstated. I believe this helps at-risk students who are struggling academically.

NA

Tutoring options benefit the students.

Districts and schools could be required to come up with a clear Theory of Action for improvement in each of these areas prior to the start of the school year.

CTE students should continue to have more opportunities to grow educationally!!

Students need to more professional learning opportunities

gfjhfj

Identify challenging areas and focus on those improvements

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There needs to be guidelines on who can enroll in CTE and why. When electives become a dumping ground at schools, students do not succeed.

A lack of adequate progress in the data should result in more opportunities for CTE students. More tutoring in core areas is not a need, more opportunities to be inspired by the career and therefore, make a connection to school and 'care' about what happens.

There should be more professional learning and work opportunities for all students in CTE. Partnerships with local businesses and connecting work opportunities and career role-models to students would provide the biggest benefit. Making the connection b

Increase on and off campus programs to have hands on experiences in programs of high interest and need.

Exactly what are the baselines at the individual institutions? Once they knew their base lines they could establish goals on how to increase their metrics. A one size fits all approach never works. Let the schools decide.

Increased relevancy by exposing students to work-based learning, and tutoring for CTE students would help.

More information to parents/students about the programs available and post-secondary or work-force opportunities following graduation.

As a high school CTE educator for 31 years, I believe all students find success in their CTE courses, especially special populations students. And yet, the core indicators address everything but a student's success in CTE courses. In my humble opinion,

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The data can be used to identify systems in the state that are strong in certain areas and identify the best practices used to attain those levels. The data can also be used to track the effectiveness of new programs or innovative practices that have been

More hands-on experience  
More opportunities for internships and work-based programs for all populations  
More academic support for the lower achieving populations (Latino, African American, Low Income) so they can have more opportunities after high school

Providing more hands on, work based learning opportunities.

Title 1 provides for tutoring for all students including CTE students. Money should be provided to improve vocational programs by providing the necessary equipment needed to prepare students.

Students need access to real world experiences or simulations. Content being presented in isolation is less likely to be transferred into practice.

professional development for teachers in the area of special populations.

Given how low the indicators are showing students performance for math, we need a new way to measure math effectiveness other than an SAT test. We need to use the PWR act transition math courses as an indicator so employers and colleges know a student has

Reduce core subject requirements for graduation. Students should have more opportunities to take relevant CTE courses.

There should be opportunity for students to meet academic requirements for core areas through career and technical education courses. Math, science, and the language arts are ever present in career and technical fields, ensuring that students can meet col

Where would the funding come from? Performance data is not what we need to do. Your example seems to be an unfunded mandate.

Professional learning opportunities and internships

More attention should be given to the increased skills of CTE teachers and the improvement of teacher education for CTE instructors; therefore, returning to the opportunities that were available in the past where CTE teachers could spend time during the s

There should be more opportunities for organized job shadowing days

I am not sure

State funds need to provide CTE tours/job visits for special populations. A focus of information sharing to parents and communities of available CTE opportunities for students. PD for staff to meet CTE needs for all interested students.

Some feel the on

Provide resources to schools to provide more CTE opportunities for students.

More tutoring and more awareness and communication about the CTE programs.

Ensure that the state mandate for Consumer Education is followed by each school district in the state of Illinois.

We have our middle school divided into three career tracks. This data would be useful to share with parents prior to the decision being made.

The state needs to provide support to students and teachers at no charge.

We have our middle school divided into three career tracks. This data would be useful to share with parents prior to the decision being made.

Align secondary and post secondary to follow POS for students.

There should be specific indicators tracking career exploration and CTE exposure for younger students. Community-based organizations and afterschool programs should be used to help further career exploration.

There should be indicators for career exposure at younger ages and Out of school time providers should be included in partnership to advance career exploration.

I believe any extra support that students get either form mentors or career coaches can increase student participation and completion

Incentives could be provided to districts through Perkins allocations to provide opportunities that meet community and business needs in high demand areas such as STEM. Performance data on outcomes such as enrollment in postsecondary, degree completion,

Increased tutoring would be beneficial

Yes, I believe there should be more training and more opportunities for our special population students. More money should be allocated to the CTE programs for our special population students.

n/a

The outcome data can help us see where we are struggling and where we are finding success. The state can use that data to identify specific schools/districts that are making improvements, find out what they are doing, and share resources to other schools

Professional learning opportunities are wonderful, but a struggle for rural areas.

More professional learning opportunities for all students.

First the state needs to better their data collection, and ensure that the data is sound. We need to make sure that the performance indicators are aligned with workplace expectations. Business and industry should be setting the tone with their specified outcomes for entry-level employment not post-secondary institutions.

I'M NOT QUITE SURE AT THIS TIME

Reviewing and examining state determined levels of performance data could provide additional conversations leading to more experience as professional development for under represented populations.

A move towards training for teachers who are not classically trained may influence student performance.

It is important to educate our parents on the opportunities offered by CTE programs for careers in nontraditional paths

more guidance in the pathways and criteria leading to certifications by the end of high school

## Question14

First, provide additional pathways to gain more qualified teachers in the field. We can have programs without teachers. Also, incentivize growth and additional work that is taken on by educators. All teachers, regardless of background, need additional training and mentoring.

Potential funding, like the Grow Your Own STEM Teachers Act, would help our existing teachers encourage their CTE students to enter into the teaching profession in their area of concentration. Sharing education pathway innovations from districts who are implementing the SEPI grant, as well as creating an education pathway would also be helpful.

Have a state or regional level advisory board where industry can communicate future employment needs and recommendations in general curriculum needs including but not limited to new technologies or industry related resources. If this is done at a regional level. Maybe the boards can rotate site visits to high light strength areas to share with other schools or growth areas based on what they have seen.

I believe that most CTE teachers are teaching what they believe is still relevant and current but have been disconnected from industry for too long so it isn't accurate. Districts don't have the resources, internal and with in the community to address all PoSs with industry leading companies. This causes companies that are in the "now" rather than preparing for future needs leaving teachers behind in moving forward.

you can't. it won't be 100%. just hope that you have good teachers and supervisors.

Most of these teachers can go make more doing the actual trade. Those that have the heart and drive to be teacher should not be blocked due to too many requirements. We have a teacher that graduated from the U of I. formally Taught adult Ed for the community college. In that role Helped us design a manufacturing skills course that was taught by him at the community college and by someone else at our high school. We later hired him through an alternative cert but had difficulty getting him certified to teach the course that he designed and taught at the community college level.

Also, it would be helpful if there was a teaching methods training that was common throughout the state for alternative cert teachers. They know their trade, but need training in the art of teaching.

We are an elementary school district and this does not pertain to us.

I feel that this questions is a hard one to answer because of the teacher shortage that we are already in. I believe that we need to look at some of the requirements such as the teacher needing 2000 hours for it to qualify. Just because a person was successful in the CTE world does not mean that they will be a successful teacher. However, I have a teacher who has gone through the training and the school might not get full funding because of that. THAT really does not make sense. Alot of my teachers bring in speakers if they feel i is not their area of expertise.

Connect CTE students with post graduation path to employment.

Need to get more teachers in the pipeline, and start supporting education at a higher level. We have very good teachers, but they are often drawn to go into industry based on job requirements and pay.

A designated program of study system with credentialing.

The State must first decide whether or not they want students to be proficient at a needed skill or at math and ELA skills. As I stated before, a CTE student may never walk into a Community College, College, or University, but through an internship or apprenticeship.

Aligning or crosswalking math and ELA standards to CTE coursework is the first place I would start. When a CTE program focuses on areas of math, Science, or English, is there and awareness of or alignment to the standards that students will be assessed on? Having greater buy-in regarding student assessment performance across the curriculum yields results.

Ensure teacher credentially aligns to what is realistic. That is, some of the best CTE teachers have relevant experience but perhaps are missing something necessary for licensing. Don't make the licensing process so cumbersome that you discourage people from pursuing a CTE teaching credential.



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Show rigor in courses with project-based learning and surveys by students.

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CTE teachers are a commodity - hard to come by. I believe the state should do more to promote educational degrees with CTE programs. Possibilities including scholarships for CTE instructors, credit given for field experience - etc. A larger pool of CTE teachers will go a long way to ensure effectiveness!

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Help develop CTE specific PD for those teachers. Specifically in classroom management.

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Hire well trained teachers!

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CTE programs offered through universities for licensing; Staff evaluation instrument aligned to state performance levels; CTE teacher awards (give recognition for their dedication)

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dfsdf

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Provide more money for these programs. Also make it easier for people in these fields to be able to become qualified to teach these skills. With a teacher shortage, it is harder to find qualified people to teach these classes. There are people in the business world that have knowledge and provide a quality education, but the process isn't easy to become qualified.

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continue to broaden its definition

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In general, I think people shy away from education because of the continued stigma portrayed by the media. The one area that I have not seen the State actively target is changing the perception of teachers through media. They offer solutions and help through legislation, but societal perception needs to change in order to attract all teachers, including CTE teachers.

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Teachers with provisional certification are valuable in CTE courses but they do not always have the training needed to help them be successful in the classroom. I believe that these teachers need intensive professional development specific to their CTE area to help them address the academic standards within their curriculum. As stated above, instructional coaches for CTE teachers would be invaluable in helping them understand academic standards, classroom management, and other areas for which certified teachers have a background but tend to be lacking with provisional CTE instructors.

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Continue to work with schools in making sure that we can certify non-licensed individuals with specific CTE needed skill to teach those specific classes.

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Align curriculum. Use planbookedu and share with curriculum specialists.

Awareness of the requirements to be a CTE teacher appear to be lacking in the area. There is a shortage of qualified instructors. A PR campaign targeted at current undergrads would be great to see.

The students could answer an exit survey.

Provide adequate funding for equipment, training for teachers, funding summer internships for teachers to work alongside industry partners to learn skills to then train students.

N/A

Require specific professional development and be prepared to provide that type of professional development in order to maintain licensure. In addition, providing current teachers access to externships that would allow them to obtain a CTE credential. They already have the teaching aspect covered - they just need more learning in the specific industry content. I think this is why PLTW is so successful.

We need to allow more flexibility in licensing CTE instructors to bring in more industry-trained and cross certified personnel (such as technology teachers working in software applications and hardware repair and installation).

Recruit teachers, create alternative pathways to certify educators and continue the good work of regional networks.

refer to #13

CTE teachers are difficult find. Make it an easier process for people to become CTE certified.

Additional incentives for CTE teachers (or potential teachers) as well as additional flexibility for certification.

I think this also comes down to a teacher shortage and working with individuals on their certificate to provide more opportunities.

It is difficult to find instructor with the appropriate PEL. A large deterrent for getting people from the private sector to come to education is salary.

Ongoing professional learning and in career and technical education as well as outcomes that measure success.

Targeted professional learning based on current industry trends; and review the certification process for career and tech education teachers.

Increase or maintain funding to support CTE teachers. CTE programs require significant funds to support them and provide meaningful projects for students. These projects and the equipment needed to complete them directly improve student's skills in the classroom and workplace.

Provide training to teachers

Continue to monitor certifications. Acknowledge that alternative certifications may be needed to fill non-traditional teaching roles.

Allow PD hours for CTE teachers to include summer internships and job shadow days in their content areas

In order for CTE to grow, as I stated above, there has to be support and funding. Big business or corporations I feel are a missing piece. We have discussed here on several occasions we would definitely partner with a manufacturing company and/or community college if they wanted to pay for the CTE teacher, i.e. welding etc. Similar to apprenticeships. The support of the idea is there but not all districts are aware of the opportunities out there; having state support would be a benefit in order to meet these measures.

Mandate that provisional certs are paid the same as teachers on the pay scale. Years of work or years of service should be counted the same and not be a local decision.

Let the local schools determine their needs locally and support them in planning accordingly.

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This is simple: do everything possible to hire real practitioners of the work. Mechanics classes should be taught by mechanics. Computer coding classes should be taught by computer coders.

Continue to provide the provisional licensing for CTE areas and support CTE prep programs at state universities.

Assist in the process of identifying, recruiting, and certifying qualified CTE instructors. Provide professional development opportunities to current CTE instructors.

We need more people entering the profession, especially high quality ones. Recruitment, loan forgiveness, and increased salaries.

It would be helpful if alternatively certified CTE teachers were required to take a minimum of a few core classes in the field of education. While most CTE instructors have excellent technical skills in their particular field, they are often lacking basic classroom management, discipline, and lesson planning techniques that they could receive in a more structured alternative certification program at a local university. Lacking these basic instructional skills often reduces their effectiveness as a teacher, leads to quick teacher burnout, and many times, causes them to leave the teaching profession entirely.

NA

Provide more accredited certification options.

CTE teachers are historically hard to recruit. One possible way would be to create an incentive that guaranteed these teachers would get step credit for their years in the industry. Perhaps the funds could be supplemented to districts from ISBE.

Highly qualified instructors would be very beneficial. Standards need to be followed at all educational institutions and updated where and when necessary.

Students need to be observed in a clinical/workbased setting.

fgjfj

Training and PD for those CTE teachers

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Teachers should earn merit or be required to have more than just a teaching license. They should have certifications, field experience, and extensive knowledge before stepping into the classroom.

Effective CTE teachers have the opportunity and means to have their own teacher externships - visiting employers. These opportunities allow the classroom teacher the ability creatively bring workplace scenarios into the classroom.

Provide them the resources to connect with local business partners to strengthen the pipeline of young, trainable workers to industries and companies looking for young, trainable employees.

Provide professional development and training opportunities from professionals in CTE areas.

The state can make sure there is a talent pool of qualified teacher to hire. What incentive does a high effective CTE teacher have to start their teaching career in Illinois? Certainly not Tier III retirement benefits.

Bring in more professionals to provide work based learning, or even to teach CTE.

Teacher evaluations by administrators.

It is not the CTE teachers that need improvement, it is the teachers of English, math, and science that need the improvement. It is the performance of these teachers that will impact the performance indicators and that will unfairly reflect on the effectiveness CTE teachers. Where are the measures of success in the CTE curriculum? How can CTE teachers be measured for effectiveness if there are no core indicators addressing the CTE curriculum?

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Teacher Micro-credentials – The current teacher licensure and endorsement structure limits a school's ability to teach multiple career pathways and provide opportunities for students. Many educators are approved to teach in one specific career area or CIP, and the requirements to earn additional endorsements is a large barrier that these individuals do not have the time or resources to complete. I propose that ISBE develop CTE micro-credentials that allow teachers to add various CTE pathways to their existing teaching license. CTE micro-credentials can be developed in a partnership between ISBE and ICCB to create specific courses that CTE teachers can take at the community college-level to earn a micro-credential in a specific CIP. ISBE would develop that micro-credential coursework utilizing current courses offered at community colleges, and consulting with industry experts in that field. After completion of the coursework and all requirements, the teacher would be approved to teach that CIP. The coursework would need to be efficient and consist of strictly the skills the teacher would need to teach the skill-level course in a CIP. This would allow quality CTE teachers the flexibility to teach across multiple CIPs at a very low cost and increase the alignment of curriculum between secondary and postsecondary CTE programs.

Utilize the competency-based-education (CBE) pilot format to create CTE specific waivers that allow more flexibility for how students earn core credits, and to increase licensure flexibility for CTE teachers. This “career-focused” CBE pilot would allow all schools to apply for CTE specific waivers that allow students to earn core credits in CTE classes (through showcasing certain knowledge/skills in their CTE programs) and allow CTE teachers to teach in multiple CIPs. An EFE system can indicate that one of their schools will be participating and request additional grant funds allocated from the State to support the implementation and new innovative practices that develop through the process. The current CBE pilot is a large, multi-year, and labor-intensive endeavor. However, if we were to have a CBE pilot specific to CTE programs, it could be simplified and allow for the flexibility and freedom needed for innovation. Schools would be allowed to develop programs in conjunction with local community colleges and local employers, without several of the barriers currently face in these partnerships. This program would allow schools the opportunity to start CBE at a smaller scale through CTE and prepare them to implement CBE in all subject areas.

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More focus should be on more practical hands-on skills in the classroom, rather than making sure they are writing a good lesson plan. They need more observation hours, more time in front of a classroom, more observations done and recorded by university staff. One of the biggest difficulties for new teachers in our area is the lack of organization and time management. When they come to us for student teaching, they are not always prepared for what they will endure during that semester of student teaching. Does it need to be longer, more rigorous? Possibly--I think our teachers would walk away better prepared and in tune for when they get hired somewhere.

There is too much focus on writing detailed lesson plans during student teaching. This focus should be prior to student teaching to allow student teachers to focus more on teaching techniques and building relationships while at their placement school. More time in the classroom prior to student teaching might be helpful as well.

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That is not the State of Illinois responsibility. It is the responsibility of the local Board of Education.

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Progress monitoring and teacher evaluation models.

CTE teachers are certified and evaluated by the state mandated evaluation plan.

There is a shortage of CTE teachers in the state. How can the State of Illinois help in this matter?

On the contrary, if the measure of CTE programs will shift to SAT-style tests, we need to spend more time on math and English in CTE classes which means students will do less in CTE courses and not earn credentials or dual credit status. Why are we using standards of performance that are not aligned with the CTE pathway (other than the fact that it is difficult)?

Continue to provide professional development opportunities in relevant subject areas, including offering rigorous curriculum. This in combination will help teachers stay current on technology and help students develop relevant skill sets pertinent to today's job market.

By providing pathways to a PEL that focus on the performance levels. There are currently no programs in Illinois, to my understanding, that provide the opportunity for a teacher with an ELS to move to a PEL while still teaching in respective classrooms. Additionally, the state requirements placed on earning the PEL have clouded the process. Pre service teachers are trained to teach in a way that prepares them for the edTPA or to be evaluated on the Danielson Model. As a fairly experienced teacher who has excelled on the evaluation tool, I cannot tell you what the "state determined performance levels" I am striving for in my classroom are. Whether a stripping down of all of the additional requirements on the PEL or providing a path to the PEL for teachers with ELS or coming up with a micro-credentialing process; the teacher licensing processes are the barrier, more than anything else.

You have to come up with a way to increase the number of CTE teachers. The state and the universities have helped to create this shortage. There is no reason that a person who has been a welder for 20+ years should be denied the right to teach that craft.

Support students who are entering the field of study. Provide multiple pathways to endorsements.

Fully support CTE Teacher Preparation Programs, both already in place as well as new programs. Assist in recruiting teacher candidates into these programs and provide content area experts for each area of concentration to increase the professional support.

I feel you can look at placement, student survey, employment opinions.

Employ rigorous standards for credentialing CTE teachers. Partner CTE teachers who are developing the required credentials with experienced credentialed teachers to maintain program rigor.

CTE teachers need to have CTE experiences.

Provide incentives or scholarships for individuals who work toward a CTE certification.

Having workshops and having peoples come into our schools and speaking to our students and staff.

The state of Illinois has legislation that prevents Perkins funding for organizations such as SkillsUSA. Effective CTE teachers teach outside of the classroom through clubs, extra curricular activities, and opportunities in the community. Without funding, the "outside of the classroom" teaching is limited. Change the Perkins funding in the state of Illinois following funding guidelines that exist in other states. An example of better guidelines is exemplified in the state of Florida Perkins funding.

The shortage of CTE teachers has become a significant factor in developing the CTE Program. Recruiting and training non-traditional teachers could be of great assistance to CTE.

The state should provide low or no-cost professional development and graduate coursework in CTE areas.

The shortage of CTE teachers has become a significant factor in developing the CTE Program. Recruiting and Training non-traditional teachers could be of great assistance to CTE.

PD for teachers, coaches that travel to regions.

Schools should partner with community-based organizations and afterschool programs to help further career exploration and CTE exposure.



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Schools should partner with Community based organizations providing out of school time programming (afterschool and summer experiences) to meet the need.

A teachers teaching skills and abilities: curriculum and content, knowledge of students and their learning, learning environments, assessment, planning and instruction, and professionalism.

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Widen the opportunities for professionals in other fields who have practical experience to teach. Create new partnerships between high school teachers and businesses with work-based learning externships so teachers and students work and learn beside each other.

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Provide funding and professional learning opportunities

I don't feel like that falls on the state as much as the school boards to hire individuals who fulfill the schools needs.

Require and pay for training that can enhance our programs and make our skills more current (e.g. OSHA 10, software, etc.).

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The state should provide an annual stipend for teachers who are willing to teach dual credit and CTE courses. If we want quality teachers to fill roles we need to consider how we are recruiting them to do so. Teaching a course for dual credit requires certifications from the high school teacher, and adds layers to what they are required to do for a specific course. There should be benefits that go along with the added work and other requirements. Another thing the state should do is create community college programs that certify teachers to teach CTE (without having to attend a 4-year university) and provide merit-based scholarships for those specific programs. If we make it more convenient and less expensive, while also providing benefits to those who have performed well in high school, we may get an increased number of quality teachers.

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Allow more alternate routes to certification and fulfillment of licensure.

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More CTE teacher candidates by facilitating the transition of local tradesman to the teaching field.

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What is an effective CTE teacher? That should be defined. I feel that there are successful individuals from the world of business and industry who have the aptitude to teach and pass on their knowledge and craft on to others, but they do not have the educational background or experiences to meet the academic exceptions of ISBE. Just because someone is a master in their perspective field, does not mean they have the tools to interact with young people. These individuals need to be coached and mentored to have a better understanding of what ISBE expects from someone who is not a classically trained educator. Nor, should ISBE expect someone straight out of industry have the skill set to work with young people. There should be a required training that outlines ISBE expectations for CTE teachers... There should be a grant that allows for this to happen, and allows school districts to be out from under the financial burden. This should happen in a manner that does not interfere with student learning. There should be follow on on-line training(s) and allows for the state to track, and follow CTE teachers with a mechanism that allows/creates/generates a teaching certification to be the expected outcome over a period of time...

I need more information to make an informed decision.

Streamline the certification process for CTE teachers.

Some of the proposed licensing changes will help increase quality in effective teaching.

We need more programs in our state schools to train CTE teachers

Coops and partnership as individual districts struggle finding qualified personnel in the desired areas.

Question15

CTE is a dynamic and ever-changing field with real shortages- there are so many issues that plague these areas that need to be addressed before there are other successes.

Perkins V needs to be aligned to the 7 career pathways in the PWR to achieve consistency in our message to students, parents, teachers, and counselors. If we try to squeeze the 7 pathways into the existing 5 CTE areas, we will not achieve innovation. Students need to have the ability to explore all career pathways. We also need to focus on jobs of the future, which will include artificial intelligence, particularly since IT will affect all career pathways.

the system is only as good as the buy in from teachers.

Thanks for listening. We are a rural district and have an extensive CTE and School to Work program. We are hopeful that new law and requirements don't hinder our efforts.

We are an elementary school district and this does not pertain to us.

We need a designated program of study system with credentialing.

I thought we had finally turned the corner and understood that NOT EVERYONE had to go to college to be successful. As educators, we are constantly being told that employers need skilled and more importantly dependable workers. We are often told, "if you provide us a kid that knows how to work hard, we will train him what he needs to know." I understand that some kids may go to a community college to become certified or trained, but not all CTE kids need that. By completing this survey, I get the feeling that we are once again going to be pushing ALL kids to go to college.

There needs to be more work done on Comp Sci in CTE given the HUGE demand for jobs and the support we could provide students via Perkins funding for preparation.

I have none at this time.

More needs to be done to attract CTE teacher candidates. It is hard to find effective teachers when there are no candidates!

We live in a rural area with small schools that cannot fund and staff more than one or two CTE programs of study. Funds used to be available to support regional programs that were offered cooperatively to all schools in our two county area. These programs (CNA, technology, etc.) are no longer available due to inadequate funding. In our school, Ag is the only CTE program of study that is offered. Not all students are interested in Ag, but we do not have the funds nor the staff to provide alternatives. Please help our rural areas bring a diverse offering of CTE courses to our students by bringing back the regional programs!

CTE centers vary greatly with cost. In our current CTE program, the cost is \$3,110 per student. Just 20 minutes away, the CTE cost is only \$1,150 per student. Cost efficiency needs to be studied as well as math and English requirements and credit attainment in CTE programs.

N/A

Thank you for the survey.

N/A

Please consider long-term impact of additional equity funding parameters and impact on CTE programs and local consortiums.

Perkins funding provides CTE teachers with the opportunity to teach students career based skills. The United States has a significant skills gap and we need to work together to close. When we provide students with technical skills, they enter the workforce ready to perform higher level skills. When companies have skilled workers, the economy is stronger and everyone benefits.

I have no additional comments.

Have ISBE licensure & the alternative routes to CTE licensure on the SAME page.....research states such as Texas with teacher internship programs for persons who have a bachelor's degree in content, but do not have teaching degrees.

CTE and work skills are vital. In order to meet this need funding or specific grant money to support a position to help incorporate these specific mandates and measures. It must start very early as well and not just in high school.

Thank you.

n/a

NA

Looking forward to this process. Thank you!

Thank you for the opportunity to provide you with our thoughts on the CTE program.



[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

n/a

[Redacted]

[Redacted]

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PWR Endorsement – The PWR Act allows for high schools to award career-specific endorsements that can be added to their diplomas if they meet the requirements outlined in the Act. However, there is not a definitive value that comes with adding these endorsements, and adding any credential provided by a third-party or a vendor for a fee currently has more value. Several vendors in education sell high school certifications, but we do not have complete alignment between industry, the state, and schools on which are of the most value. I propose that ISBE partner with professional organizations that represent industry (ex. Illinois Manufacturer’s Association, Labor Unions, etc.) to recognize the endorsements and provide weight to earning the credentials. Once the endorsements are industry approved, it will allow CTE to utilize the current framework for the endorsements, acknowledge the education currently being provided in the classrooms, and provide schools with a low-cost industry credential that all students can earn.

---

Having equipment that supports what we teach is vital. Many of us are teaching courses that we cannot give them a real hands-on experience. (I.E. ServSafe. Our school does not have all the equipment discussed in the book, yet we are expected to teach it to our students for a better understanding.) I also want our students to leave and go work in the restaurant industry and have them easily slide in with much of the same equipment (stoves, sinks, ovens, restaurant commercial equipment). It will better prepare them if we are teaching them in a similar facility in which they will one day be working.

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Thank you for all you do!

Please continue all you are doing to provide opportunities for students. I feel the more we can prepare them for the real world the better. This is through equipment, learning resources, field trips, guest speakers, etc. Anything you can do in any of these areas is very much appreciated and beneficial for our students.

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With today's business climate, employers are requesting employees with basic skills. Students need to know what it means to be on time, have the appropriate materials to complete the task at hand, have the ability to sustain attention to task, and complete work assigned with a high degree of accuracy. In addition, basic skills needs to include basic professional behaviors in the work place, conflict resolution and communication skills.

n/a

This survey and the seeming desire to count existing ESSA measures as the primary means of compliance for Perkins was not at all what I expected. It just seems like we are once again relegating CTE programs as subservient to college pathways at a time where college enrollments are down and the concern of taking out huge loans to pay for degrees with no career implications are a major source of concern for students and parents. This seems truly wrong-headed.

Perkins V should be a tool to increase student enrollment in CTE courses. Only when enrollment increases will we begin to see future employees apply to our businesses with the necessary skill sets to be successful.

I admire the topics being explored through this survey. However, the inferences that I receive from some of the questions creates the impression that we are looking in the wrong place. There is great opportunity right in front of us, I just hope that we use it to truly embrace career and technical education as integral in the development of young people for college and career, and COLLEGE has to mean more than a community college program! I hope that the continued work on Perkins V achieves the opportunity that it affords.

N/A

CTE is a viable and needed area of education at the secondary and post-secondary level. Students are not always ready for the level of rigor that a dual credit course may provide or expect. However, secondary programs should meet the students where they are, not necessarily where a college-level CTE student would be learning or ready to learn. Each sector, Secondary CTE and Post-Secondary CTE Programs have a clear purpose and should be designed to meet that purpose. This is the best way to meet the needs of all student including those who require the most assistance or support for successful achievement in CTE coursework.

I do not have any further concerns or questions. I do believe these are great programs and much needed in our schools.

Thank you for the opportunity for input.

We believe students in middle school in 7th-8th grades should have CTE Programs and performance indicators to give them a head start on mapping out their college and career trajectory.

We believe students in middle school grades 7th - 8th and students in 6th grades should have CTE Programs and performance indicators to afford students a head start on mapping our their college and career trajectory.

Please see the full comments we have sent to the Perkins email.

Thank you for the opportunity to share.

n/a

Create new opportunities for all students to explore potential fields of interest in middle school. Incentivize school districts to engage local businesses in career exploration and improve alignment of courses taught with community needs through business participation in the process of learning.

At this time, I have no more comments.

n/a

None

We as a state needs to take a common sense approach to the reality of dealing with high school students. Many do not know what they want to do after high school...and that is ok. We should give them the opportunity to learn and understand the options they have, and help them realize that everything they have learned is transferable. Transferable skills that can be applied to the different facets of their lives and is a wi for everyone, wether they stay in pathway or not...

Matt Kelley  
Executive Director EFE 120

No additional comments at this time

### Perkins V Draft 1 Feedback Survey Summary

| Question 1: Please indicate the role that best describes you: |           |             |
|---------------------------------------------------------------|-----------|-------------|
| <b>Total</b>                                                  | <b>55</b> | <b>100%</b> |
| Teacher/Faculty                                               | 28        | 50.9%       |
| Administrator                                                 | 19        | 34.5%       |
| Parent/Guardian                                               | 3         | 5.5%        |
| Advocate                                                      | 2         | 3.6%        |
| Student                                                       | 0         | 0%          |
| Businessperson                                                | 1         | 1.8%        |
| Other:                                                        | 1         | 1.8%        |

| Question 3: Please indicate the race/ethnicity that best describes you: |           |             |
|-------------------------------------------------------------------------|-----------|-------------|
| <b>Total</b>                                                            | <b>55</b> | <b>100%</b> |
| White                                                                   | 46        | 83.6%       |
| Prefer not to answer                                                    | 19        | 14.5%       |
| Two or More Races                                                       | 1         | 1.8%        |

| Question 4: Please indicate the region that best describes where you live: |           |             |
|----------------------------------------------------------------------------|-----------|-------------|
| <b>Total</b>                                                               | <b>55</b> | <b>100%</b> |
| Rural                                                                      | 35        | 63.6%       |
| Suburban                                                                   | 13        | 26.6%       |
| Urban                                                                      | 7         | 12.7%       |

#### B.1.a. State-Supported Workforce Development Activities

| What additional opportunities for collaboration should Illinois consider to meet the skill needs of employers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>53</b> | <b>100%</b> |
| The current description in the plan is adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 34        | 64.2%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10        | 18.9%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 9         | 17.0%       |
| <p><b>Summary of comments:</b> ISBE should partner with industry to create a list of industry-recognized credentials, certifications, and licenses that are of high-value or provide guidance to districts on selecting such credentials; an advisory committee of teachers, administrators, and industry partners should determine the needs of a district and should be compensated for their activities; local wage data should be utilized in determining the definition of “high wage”; work to increase internship opportunities and opportunities to work remotely for rural districts; and create a larger focus on jobs of the future.</p> |           |             |

#### B.1.b. Strategic Vision

| What do you like about the CTE vision? (fill in blank)                                                                                                                                                                                                                                                                                                                                        |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                 | <b>36</b> | <b>100%</b> |
| <p><b>Summary of comments:</b> Focus on equitable access for all students; plan is aligned with community needs; pathways into professions; every student is on a career pathway that is aligned to industry and community needs; provides opportunities for students to explore and discover career options; provides opportunity for students regardless of decision to attend college.</p> |           |             |

| Question 8: Does the current vision describe where CTE in Illinois is going? |           |             |
|------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                | <b>38</b> | <b>100%</b> |
| Yes                                                                          | 28        | 73.7%       |
| No                                                                           | 7         | 18.4%       |
| Prefer Not to Answer.                                                        | 10        | 7.9%        |

| Question 9: What would you change about the vision?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>39</b> | <b>100%</b> |
| The current vision is adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 24        | 61.5%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5         | 12.8%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 10        | 25.6%       |
| <b>Summary of comments:</b> ISBE should communicate with industry to create a list of recognized industry-credentials; the vision is unclear on who will be responsible for creating and implementing pathways; increase funding for rural areas so that every school can have a college and career coordinator; allow for personalized pathways that enables students to achieve career goals through educational opportunities; increase exposure of CTE programs at the middle school level; increase focus on skills and careers of the future; increase opportunities for career exploration and exposure of various career fields; remove limits on class size. |           |             |

#### B.1.b. Goals

| Question 10: Which of the goals do you think will have the biggest impact for Illinois students? (select one) |           |             |
|---------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                 | <b>39</b> | <b>100%</b> |
| Goal 1 – Increase Postsecondary and Industry-Recognized Credential Achievement                                | 4         | 10.3%       |
| Goal 2 – Enhance Career Pathway Opportunities                                                                 | 21        | 53.8%       |
| Goal 3 – Increase Early College Credit Opportunities                                                          | 4         | 10.3%       |
| Goal 4 – Increase Responsiveness to Communities’ Workforce Needs                                              | 6         | 16.3%       |
| Goal 5 – Ensuring Each and Every CTE Student is Educated by Highly Qualified and Effective Educators          | 4         | 10.3%       |

| Question 11: What would you change about the goals to ensure they support the strategic vision for Illinois CTE?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>37</b> | <b>100%</b> |
| The current goals are adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 18        | 48.6%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 7         | 18.9%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 12        | 32.4%       |
| <b>Summary of comments:</b> Credentials are not viewed as valuable to the industries; Goal 5 should focus on strengthening current teacher supports, streamlining teacher preparation; and removing financial barriers for teachers and programs; reduce emphasis on college credits because community colleges are resistant to granting credit; allow for more collaboration and choices in courses taught at the secondary level; a goal should be added that focus on increasing CTE enrollment and Career Development activities; the cost of college credits is prohibitive for many rural communities and little options exist; Goal 1 should explicitly mention closing the attainment gap for special populations; |           |             |

#### B.1.c. Strategy for Joint Planning, Alignment, Coordination, and Leveraging of Funds

| Question 12: Is it clear where coordination and collaboration have been planned and made intentional? |           |             |
|-------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                         | <b>37</b> | <b>100%</b> |
| Yes                                                                                                   | 29        | 78.4%       |



|                       |   |       |
|-----------------------|---|-------|
| No                    | 4 | 10.8% |
| Prefer Not to Answer. | 4 | 10.8% |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 13: What is missing from the coordination and collaboration? Are there any additional entities or activities with which Perkins CTE can align or coordinate?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>37</b> | <b>100%</b> |
| The current description is adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 21        | 56.8%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 6         | 16.2%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        | 27.0%       |
| <b>Summary of comments:</b> Coordination and collaboration seem to be competitive; maintain current secondary/postsecondary funding split or increase the percentage allocated to secondary; Area Career Centers should be eligible for all competitive grants; more guidance on what resources and trainings are available should be provided; increase communication between local businesses and school boards; increase the number of CTE coordinators; remove restrictions on class size; the plan should mention the barriers that currently exist in Illinois such as disparate access to dual credit opportunities; incorporate Local Workforce Investment Boards into the language of the Local Alignment section; |           |             |

#### B.1.d. Use of State Leadership Funds

|                                                                                                                                                     |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 14: Choose which five of the other (not required) state leadership activities listed should be Illinois' highest priorities: (choose five) |           |             |
| <b>Total:</b>                                                                                                                                       | <b>36</b> | <b>100%</b> |
| Program of Study Development                                                                                                                        | 27        | 75.0%       |
| Dual Credit Enhancement                                                                                                                             | 28        | 77.8%       |
| Comprehensive Professional Learning                                                                                                                 | 25        | 69.4%       |
| Expansion of Integrated Education and Training                                                                                                      | 20        | 55.6%       |
| Expanding Innovative Delivery Models                                                                                                                | 19        | 52.8%       |
| Improving Career Guidance and Academic Counseling                                                                                                   | 32        | 88.9%       |
| Open Educational Resources                                                                                                                          | 14        | 38.9%       |
| Enhancing Data Accountability Systems                                                                                                               | 11        | 30.6%       |

#### B.2.a. How Programs of Study Are Supported

|                                                                                                                                              |           |             |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 15: Where is additional clarity needed in the process by which programs are developed at the state level versus at the local level? |           |             |
| <b>Total:</b>                                                                                                                                | <b>35</b> | <b>100%</b> |
| The current description is adequate.                                                                                                         | 22        | 62.9%       |
| Prefer not to answer.                                                                                                                        | 3         | 8.6%        |
| Describe (summary below)                                                                                                                     | 10        | 28.6%       |
| <b>Summary of comments:</b>                                                                                                                  |           |             |

#### B.2.b. How Locally Developed Programs of Study Are Approved

|                                                                                                                       |           |             |
|-----------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 16: Where is additional clarity needed in the process and criteria for approving locally developed programs? |           |             |
| <b>Total:</b>                                                                                                         | <b>34</b> | <b>100%</b> |
| The current description is adequate.                                                                                  | 15        | 44.1%       |
| Prefer not to answer.                                                                                                 | 5         | 14.7%       |
| Describe (summary below)                                                                                              | 14        | 41.2%       |

**Summary of comments:** Increase clarity on the program approval process and what it means for districts with existing programs; consider adopting an existing program of study rubric or framework; programs need to be linked to local needs; focus on jobs of the future; increase CTE coordinator positions; incorporate community businesses in the description writing process; amend the definition of size.

**B.2.c.i. How the Agency Will Make Information Available**

| Question 17: How else could ISBE and ICCB communicate to stakeholders?                                                                                                                                                                                                                                                                                                                                                                                      |           |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>33</b> | <b>100%</b> |
| The current methods described are adequate.                                                                                                                                                                                                                                                                                                                                                                                                                 | 20        | 60.6%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4         | 12.1%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                    | 9         | 27.3%       |
| <b>Summary of comments:</b> Provide focused and intentionally planned EFE trainings up to twice a year; communicate directly with teachers in the classroom; create a dialogue with industries in each community; distribute direct mailings, emails, webpage postings, and social media pages; rely on EFE Directors and community colleges to host local events; require school districts to report all programs of study on their district report cards. |           |             |

**B.2.c.i. Collaborating on Career Pathways that Include Multiple Entry/Exit Points**

| Question 18: What additional structures can help secondary institutions, postsecondary institutions, and the workforce work more collaboratively together?                                                                                                                                                                                                                                                                                                                                                                                                               |           |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>33</b> | <b>100%</b> |
| The current methods described are adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 18        | 54.6%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4         | 12.1%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 11        | 33.3%       |
| <b>Summary of comments:</b> Require Local Workforce Investment Boards to have secondary CTE representation; Perkins V Core Team should identify barriers towards progress and work to support solutions with local entities; increase funding and resources; incorporate more teacher feedback in the process; create more advisory boards beginning in middle schools; implement a fully developed remedial English and/or technical math course with colleges; go through ROEs or community colleges to bring groups together; require more meetings between partners. |           |             |

**B.2.c.vii. Improving Outcomes and Reducing Performance Gaps**

| Question 19: What additional supports do local recipients of Perkins V funds need in addressing performance gaps?                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>32</b> | <b>100%</b> |
| The current supports described are adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 13        | 40.6%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 5         | 15.6%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 14        | 43.8%       |
| <b>Summary of comments:</b> Require Performance Improve Plans for districts that are not meeting performance targets regardless of overall performance; teacher mentors for new teachers; cluster-specific professional learning opportunities; technical assistance in developing Performance Improvement Plans; increasing staff; increase funding for facility upgrades, especially under-funded districts; access to additional data to define gaps; clearly defined timelines for data releases with glossary of terms; guidance on actionable items to address gaps |           |             |

**B.2.d. Dual Enrollment and Competency-Based Education**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 20: What other strategies could increase student participation in dual credit or dual enrollment opportunities?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>32</b> | <b>100%</b> |
| The current strategies described are adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 11        | 34.4%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4         | 12.5%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 17        | 53.1%       |
| <p><b>Summary of comments:</b> Create a clear plan for what types of credit transfer agreements are recognized and where that data will be collected; encourage community colleges to adopt Open Educational Resources to eliminate textbook costs as a barrier and/or allow for Perkins and CTEI funding to be used towards purchasing of textbooks; align teacher qualifications at the secondary and postsecondary level for dual credit courses; ensure free access to dual credit courses; ensure that dual credit courses replace required courses in a program of study and not simply provide credits; fund teachers to earn advanced degrees to increase dual credit opportunities; increase opportunities to meet general education requirements; create accountability for postsecondary institutions to create dual credit opportunities; allow courses to articulate to any college; link programs to apprenticeship programs; increase financial assistance to students and families; develop caps on costs of dual-credit programs; allow for programs that don't have articulated college credit.</p> |           |             |

#### B.2.e. Involving All Stakeholders in CTE Program Planning, Development, Implementation, and Evaluation

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 21: What other activities could ISBE and ICCB engage in to involve all stakeholders in the development, implementation, and evaluation of CTE programs of study?                                                                                                                                                                                                                                                                                                                                                                                                                          |           |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>32</b> | <b>100%</b> |
| The current activities described are adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10        | 31.3%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5         | 15.6%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 17        | 53.1%       |
| <p><b>Summary of comments:</b> Go through ROEs or community colleges to bring groups together; based decisions on what jobs are available and what skills students need to be successful in these fields; increase workplace knowledge and opportunities; get data and information from teachers; reduce age requirements for beginning work in certain fields to 17; allow planning for jobs of the future and towards meeting the labor needs of the state and the nation; appendix N and the fully developed Programs of Study should be made available prior to the public comment period.</p> |           |             |

#### B.2.h. Definitions of Size, Scope, and Quality

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 22: What barriers will local recipients of Perkins V funds have to overcome to meet the size, scope, and quality definitions?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>32</b> | <b>100%</b> |
| None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 8         | 24.2%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5         | 15.2%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20        | 60.6%       |
| <p><b>Summary of comments:</b> Class size requirements provide an unnecessary barrier; flexibility in development of work-based learning opportunities to reflect the realities of rural districts; there is value in courses/programs that don't feed into a career; funding should be directed toward alleviating disparity between districts in appropriate facilities and equipment; increase CTE coordinators/facilitators; lack of local jobs and industries in the community; staffing shortages; requirements of advisory councils and CTSOs will create a barrier without additional funding to incentivize teachers to take on these responsibilities. These additional responsibilities could also decrease teacher retention</p> |           |             |

|                                                                                                     |
|-----------------------------------------------------------------------------------------------------|
| Question 23: What aspects of a CTE program of study are not covered by the definition of "quality"? |
|-----------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>33</b> | <b>100%</b> |
| The current definition covers all aspects of a CTE program of study.                                                                                                                                                                                                                                                                                                                                                                                                    | 16        | 48.5%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 7         | 21.2%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        | 30.3%       |
| <b>Summary of comments:</b> Incorporate Illinois Learning Standards for CTE programs and Employer-Informed Competences and Skills into this section; not all jobs can be high-wage earning; prepare students with skills that are not specific to a particular cluster/career; focus on jobs of the future; comprehensive CTE programming beginning in middle school; include more on assessment and instruction; flexibility for students to explore multiple careers. |           |             |

### II.B.3. Meeting the Needs of Special Populations

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 24: While these are examples of strategies, what additional strategies could increase access to and success in secondary and postsecondary CTE programs for members of special populations?                                                                                                                                                                                                                                                                                                                                                                                 |           |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>33</b> | <b>100%</b> |
| The current strategies described are adequate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 22        | 66.7%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5         | 15.2%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6         | 18.2%       |
| <b>Summary of comments:</b> Allow for flexibility in assessments and enrollment; increase aides and paraprofessionals in the classroom; recognize students in less well-funded districts as a population deserving protections; address the cost associated with dual credit opportunities; increase continuity of supports to students transitioning between secondary and postsecondary; incentives to businesses to provide workplace opportunities; focus on supporting counselors and college and career coordinators; create incentives to districts working to improve equity |           |             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 25: What professional development or technical assistance will Perkins V recipients need to implement the strategies described?                                                                                                                                                                                                                                                                                                                                                                        |           |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>33</b> | <b>100%</b> |
| None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10        | 30.3%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 9         | 27.3%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 14        | 42.4%       |
| <b>Summary of comments:</b> Allow additional time for working on implementation and improvement; collaborate with NAPE to develop a toolkit of actionable items that can be implemented in the classroom immediately; ongoing professional learning for teachers/staff; trainings on Universal Design; how will EBF model impact services to special needs students; resources for addressing special populations and changes in curriculum; approach should be solutions-based rather than punitive in nature; |           |             |

### II.B.4. Preparing Teachers

|                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 26: What other strategies should Illinois consider for recruiting and retaining highly qualified CTE teachers?                                                                                                                                                                                                                                                                                                                      |           |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>32</b> | <b>100%</b> |
| The current strategies described are adequate.                                                                                                                                                                                                                                                                                                                                                                                               | 10        | 31.3%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                        | 3         | 9.4%        |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                     | 19        | 59.4%       |
| <b>Summary of comments:</b> Decrease bureaucratic obstacles; creating an alternative route for Professional Educators with short-term approval to gain industry experience without the 2,000-hour requirement such as externships or credentials; creating a stronger educator pathway beginning at the secondary level; increased compensation; create a more effective evaluation system; increase awareness of opportunities for industry |           |             |

workers to transition into the classroom; relax the 2,000-hour requirement in certain pathways; create college-level programs to assist development of pedagogical skills; scholarships for pursuing further education; funds for teachers earning certifications; grants modeled after the Three Circles grant; allow for licensing across CIPs; professional development on fundamentals of teaching offered over the summer; summer externships programs for educators; competency-based credentials; increase recruitment of retired industry workers.

| Question 27: What barriers to recruiting, preparing, and retaining CTE teachers should the plan address?                                                                                                                                                                                                                                                                                           |           |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>32</b> | <b>100%</b> |
| None.                                                                                                                                                                                                                                                                                                                                                                                              | 8         | 25%         |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                              | 6         | 18.8%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                           | 18        | 56.3%       |
| <b>Summary of comments:</b> Introduce innovative credentialing methods; provide scholarships for CTE teachers; increase preparation programs; benefits and pension system reforms to remove barriers to transitioning into teaching; provide mentorship structure; address the cost of continuing education; develop partnerships that allow individuals within the industry to teach CTE courses; |           |             |

## Other

| Question 28: What other feedback do you have on Illinois' draft Perkins V State Plan?                                                                                                                                                                                                                                                                                                                                                         |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <b>Summary of comments:</b> Ensure that the plan is more student-centered; continue collaboration between ISBE and ICCB after the plan is fully developed; include assessment tools, CTE Coordinators, and curricula aligned to CTE standards; address the growing technology gap; students' needs should be a focus; the plan will make a positive impact but we must ensure that the transition is non-punitive for teachers and districts; |  |  |

**Perkins V, Draft 2 Feedback Survey Summary**

| Question 1: Please indicate the role that best describes you: |           |             |
|---------------------------------------------------------------|-----------|-------------|
| <b>Total</b>                                                  | <b>31</b> | <b>100%</b> |
| Teacher/Faculty                                               | 5         | 16%         |
| Administrator                                                 | 21        | 67.7%       |
| Parent/Guardian                                               | 2         | 6.5%        |
| Advocate                                                      | 1         | 3.2%        |
| Student                                                       | -         | -           |
| Businessperson                                                | 2         | 6.5%        |
| Other:                                                        | -         | -           |

| Question 3: Please indicate the race/ethnicity that best describes you: |           |             |
|-------------------------------------------------------------------------|-----------|-------------|
| <b>Total</b>                                                            | <b>31</b> | <b>100%</b> |
| American Indian                                                         | -         | -           |
| Asian                                                                   | -         | -           |
| Black                                                                   | 3         | 9.7%        |
| Hispanic                                                                | -         | -           |
| Pacific Islander                                                        | -         | -           |
| Two or More Races                                                       | 1         | 3.2%        |
| White                                                                   | 25        | 80.6%       |
| Prefer not to answer                                                    | 2         | 6.5%        |

| Question 4: Please indicate the region that best describes where you live: |           |             |
|----------------------------------------------------------------------------|-----------|-------------|
| <b>Total</b>                                                               | <b>31</b> | <b>100%</b> |
| Rural                                                                      | 19        | 61.3%       |
| Suburban                                                                   | 11        | 35.5%       |
| Urban                                                                      | 1         | 3.2%        |

**B.1.a. State-Supported Workforce Development Activities**

| Question 6: What additional opportunities for collaboration should Illinois consider to meet the skill needs of employers?                                                                                                                                   |           |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                | <b>19</b> | <b>100%</b> |
| The current description in the plan is adequate.                                                                                                                                                                                                             | 14        | 73.7%       |
| Prefer not to answer.                                                                                                                                                                                                                                        | 1         | 5.3%        |
| Describe (summary below)                                                                                                                                                                                                                                     | 4         | 21.1%       |
| <b>Summary of comments:</b> Dual credit is essential and should be increased; dual credit should include core academic coursework; State should move faster on transitional English; difficult and uneven barriers to get instructors depending on community |           |             |

**B.1.b. Strategic Vision**

| Question 7: What do you like about the CTE vision? (fill in blank) |           |             |
|--------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                      | <b>11</b> | <b>100%</b> |

**Summary of comments:** High-quality career pathways; not just focused on college; equity focus; specific expectations, goals, and outcomes; supporting students after high school; goals will decrease decline in population and national image; alignment with existing statewide initiatives; focused on students' life and career goals

| Question 8: Does the current vision describe where CTE in Illinois is going? |           |             |
|------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                | <b>12</b> | <b>100%</b> |
| Yes                                                                          | 9         | 75%         |
| No                                                                           | 1         | 8.3%        |
| Prefer Not to Answer.                                                        | 2         | 16.7%       |

| Question 9: What would you change about the vision? |           |             |
|-----------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                       | <b>12</b> | <b>100%</b> |
| The current description in the plan is adequate.    | 9         | 75%         |
| Prefer not to answer.                               | 3         | 25%         |
| Describe (summary below)                            | 0         | 0%          |
| <b>Summary of comments:</b>                         |           |             |

| Question 10: Are you in agreement with the mission statement to meet the needs of students and communities? |           |             |
|-------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                               | <b>12</b> | <b>100%</b> |
| Strongly agree                                                                                              | 5         | 41.7%       |
| Agree                                                                                                       | 6         | 50%         |
| Neutral                                                                                                     | 1         | 8.3%        |
| Disagree                                                                                                    | 0         | 0%          |
| Strongly disagree                                                                                           | 0         | 0%          |

| Question 11: Any additional comments about the mission statement?                                                                                                                                                         |          |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                             | <b>2</b> | <b>100%</b> |
| Describe (summary below)                                                                                                                                                                                                  | 2        |             |
| <b>Summary of Comments:</b> The mission statement looks good; mission statement is good in theory but unrealistic for counselors that have limited time and lack the capacity to collect and track all of the information |          |             |

### B.1.b. Goals

| Question 12: Which of the goals do you think will have the biggest impact for Illinois students? (select one)                                        |           |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Total:</b>                                                                                                                                        | <b>12</b> | <b>100%</b> |
| Goal 1: Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credential                     | 2         | 16.7%       |
| Goal 2: Strengthen CTE offerings by improving program quality and increasing smooth transitions between education and workforce systems and programs | 5         | 41.7%       |
| Goal 3: Increase participation in CTE dual credit coursework                                                                                         | 3         | 25%         |
| Goal 4: Increase Responsiveness to local, regional, and state workforce needs based on labor market information and employer input                   | 2         | 16.7%       |

|                                                                    |   |    |
|--------------------------------------------------------------------|---|----|
| Goal 5: Recruit and retain a sustainable pipeline of CTE educators | 0 | 0% |
|--------------------------------------------------------------------|---|----|

|                                                                                                                  |           |             |
|------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 13: What would you change about the goals to ensure they support the strategic vision for Illinois CTE? |           |             |
| <b>Total:</b>                                                                                                    | <b>12</b> | <b>100%</b> |
| The current goals are adequate.                                                                                  | 10        | 83.3%       |
| Prefer not to answer.                                                                                            | 2         | 16.7%       |
| Describe (summary below)                                                                                         | 0         | 0%          |
| <b>Summary of comments:</b>                                                                                      |           |             |

#### B.1.c. Strategy for Joint Planning, Alignment, Coordination, and Leveraging of Funds

|                                                                                                       |           |             |
|-------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 14: Is it clear where coordination and collaboration have been planned and made intentional? |           |             |
| <b>Total:</b>                                                                                         | <b>11</b> | <b>100%</b> |
| Yes                                                                                                   | 8         | 72.7%       |
| No                                                                                                    | 3         | 27.3%       |
| Prefer Not to Answer.                                                                                 | 0         | 0%          |

|                                                                                                                                                                                                         |           |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 15: What is missing from the coordination and collaboration? Are there any additional entities or activities with which Perkins CTE can align or coordinate?                                   |           |             |
| <b>Total:</b>                                                                                                                                                                                           | <b>11</b> | <b>100%</b> |
| The current description is adequate.                                                                                                                                                                    | 7         | 63.6%       |
| Prefer not to answer.                                                                                                                                                                                   | 2         | 18.2%       |
| Describe (summary below)                                                                                                                                                                                | 2         | 18.2%       |
| <b>Summary of comments:</b> Unclear where the accountability for collaboration is based on differences in quality measures such as dual credit; more clarity on entities/activities (e.g., WIOA summit) |           |             |

#### B.1.d. Use of State Leadership Funds

|                                                                                                                                                     |           |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 16: Choose which five of the other (not required) state leadership activities listed should be Illinois' highest priorities: (choose five) |           |             |
| <b>Total:</b>                                                                                                                                       | <b>11</b> | <b>100%</b> |
| Program of Study Development                                                                                                                        | 9         | 81.8%       |
| Dual Credit Enhancement                                                                                                                             | 7         | 63.6%       |
| Comprehensive Professional Learning                                                                                                                 | 9         | 81.8%       |
| Expansion of Integrated Education and Training                                                                                                      | 7         | 63.6%       |
| Expanding Innovative Delivery Models                                                                                                                | 5         | 45.5%       |
| Improving Career Guidance and Academic Counseling                                                                                                   | 9         | 81.8%       |
| Open Educational Resources                                                                                                                          | 5         | 45.5%       |
| Enhancing Data Accountability Systems                                                                                                               | 4         | 36.4%       |

#### B.2.a. How Programs of Study Are Supported

|                                                                                                                                              |           |             |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 17: Where is additional clarity needed in the process by which programs are developed at the state level versus at the local level? |           |             |
| <b>Total:</b>                                                                                                                                | <b>11</b> | <b>100%</b> |
| The current description is adequate.                                                                                                         | 7         | 63.6%       |
| Prefer not to answer.                                                                                                                        | 2         | 18.2%       |
| Describe (summary below)                                                                                                                     | 2         | 18.2%       |



**Summary of comments:** State-approved CIPs need to be updated to current terminology and career areas

**B.2.b. How Locally Developed Programs of Study Are Approved**

|                                                                                                                                                                              |           |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 18: Where is additional clarity needed in the process and criteria for approving locally developed programs?                                                        |           |             |
| <b>Total:</b>                                                                                                                                                                | <b>11</b> | <b>100%</b> |
| The current description is adequate.                                                                                                                                         | 7         | 63.6%       |
| Prefer not to answer.                                                                                                                                                        | 3         | 27.3%       |
| Describe (summary below)                                                                                                                                                     | 1         | 9.1%        |
| <b>Summary of comments:</b> The program of study approval process should be aligned with the more clear definitions and expectations outlined in the program quality rubric. |           |             |

**B.2.c.i. How the Agency Will Make Information Available**

|                                                                        |           |             |
|------------------------------------------------------------------------|-----------|-------------|
| Question 19: How else could ISBE and ICCB communicate to stakeholders? |           |             |
| <b>Total:</b>                                                          | <b>10</b> | <b>100%</b> |
| The current methods described are adequate.                            | 6         | 60%         |
| Prefer not to answer.                                                  | 2         | 20%         |
| Describe (summary below)                                               | 2         | 20%         |
| <b>Summary of comments:</b> Increased webinars and meetings            |           |             |

**B.2.c.i. Collaborating on Career Pathways that Include Multiple Entry/Exit Points**

|                                                                                                                                                                                      |           |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 20: What additional structures can help secondary institutions, postsecondary institutions, and the workforce work more collaboratively together?                           |           |             |
| <b>Total:</b>                                                                                                                                                                        | <b>10</b> | <b>100%</b> |
| The current methods described are adequate.                                                                                                                                          | 7         | 70%         |
| Prefer not to answer.                                                                                                                                                                | 1         | 10%         |
| Describe (summary below)                                                                                                                                                             | 2         | 20%         |
| <b>Summary of comments:</b> More opportunities/time to meet to collaborate; industry must be on board; advertising the value of credentials/endorsement in Illinois and out-of-state |           |             |

**B.2.c.vii. Improving Outcomes and Reducing Performance Gaps**

|                                                                                                                                                                                                                                                                                                                                                                               |           |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| Question 21: What additional supports do local recipients of Perkins V funds need in addressing performance gaps?                                                                                                                                                                                                                                                             |           |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                 | <b>10</b> | <b>100%</b> |
| The current supports described are adequate.                                                                                                                                                                                                                                                                                                                                  | 5         | 50%         |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                         | 1         | 10%         |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                      | 4         | 40%         |
| <b>Summary of comments:</b> Additional funding for additional student support staff at Career Centers (job coaches, tutors, social workers, special education teachers, etc.); clearer statement of expectations; additional time; require performance plans for districts that are not meeting performance targets for special populations regardless of overall performance |           |             |

**B.2.d. Dual Enrollment and Competency-Based Education**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 22: What other strategies could increase student participation in dual credit or dual enrollment opportunities?                                                                                                                                                                                                                                                                                                                               |          |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>9</b> | <b>100%</b> |
| The current strategies described are adequate.                                                                                                                                                                                                                                                                                                                                                                                                         | 5        | 55.6%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1        | 11.1%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                                                                                                                                                               | 3        | 33.3%       |
| <b>Summary of comments:</b> Create easier registration for students; remedial supports for students in English and Math; colleges are unwilling to work with rural districts to create opportunities; difficulties in getting teachers approved to teach dual credit; dual credit costs vary greatly across the state and can be prohibitive especially in courses requiring specialized facilities; ISBE's competitive grants will help expand access |          |             |

### B.2.e. Involving All Stakeholders in CTE Program Planning, Development, Implementation, and Evaluation

|                                                                                                                                                                                       |          |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 23: What other activities could ISBE and ICCB engage in to involve all stakeholders in the development, implementation, and evaluation of CTE programs of study?             |          |             |
| <b>Total:</b>                                                                                                                                                                         | <b>9</b> | <b>100%</b> |
| The current activities described are adequate.                                                                                                                                        | 7        | 77.8%       |
| Prefer not to answer.                                                                                                                                                                 | 0        | 0%          |
| Describe (summary below)                                                                                                                                                              | 2        | 22.2%       |
| <b>Summary of comments:</b> Share best practices from schools that have successfully partnered with professionals in the community; school counselors should have been consulted more |          |             |

### B.2.h. Definitions of Size, Scope, and Quality

|                                                                                                                                        |          |             |
|----------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 24: What barriers will local recipients of Perkins V funds have to overcome to meet the size, scope, and quality definitions? |          |             |
| <b>Total:</b>                                                                                                                          | <b>9</b> | <b>100%</b> |
| None.                                                                                                                                  | 4        | 44.4%       |
| Prefer not to answer.                                                                                                                  | 2        | 22.2%       |
| Describe (summary below)                                                                                                               | 3        | 33.3%       |
| <b>Summary of comments:</b> Class size maximum and minimum requirements; too much paperwork that takes away from time with students    |          |             |

|                                                                                                     |          |             |
|-----------------------------------------------------------------------------------------------------|----------|-------------|
| Question 25: What aspects of a CTE program of study are not covered by the definition of "quality"? |          |             |
| <b>Total:</b>                                                                                       | <b>9</b> | <b>100%</b> |
| The current definition covers all aspects of a CTE program of study.                                | 7        | 77.8%       |
| Prefer not to answer.                                                                               | 2        | 22.2%       |
| Describe (summary below)                                                                            | 0        | 0%          |
| <b>Summary of comments:</b>                                                                         |          |             |

### II.B.3. Meeting the Needs of Special Populations

|                                                                                                                                                                                                      |          |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 26: While these are examples of strategies, what additional strategies could increase access to and success in secondary and postsecondary CTE programs for members of special populations? |          |             |
| <b>Total:</b>                                                                                                                                                                                        | <b>9</b> | <b>100%</b> |
| The current strategies described are adequate.                                                                                                                                                       | 5        | 55.6%       |
| Prefer not to answer.                                                                                                                                                                                | 2        | 22.2%       |
| Describe (summary below)                                                                                                                                                                             | 2        | 22.2%       |

**Summary of comments:** Job coaches for students; literacy coaches for teachers; Perkins Leadership and Reserve funds directed towards formula-driven and competitive grants for districts based on disaggregated data demonstrates commitment to access and equity

|                                                                                                                                                                |          |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 27: What professional development or technical assistance will Perkins V recipients need to implement the strategies described?                       |          |             |
| <b>Total:</b>                                                                                                                                                  | <b>9</b> | <b>100%</b> |
| None.                                                                                                                                                          | 4        | 44.4%       |
| Prefer not to answer.                                                                                                                                          | 3        | 33.3%       |
| Describe (summary below)                                                                                                                                       | 2        | 22.2%       |
| <b>Summary of comments:</b> Any help would be welcome; new teacher induction programs; academic integration learning opportunities; differentiation strategies |          |             |

#### II.B.4. Preparing Teachers

|                                                                                                                                                                                                |          |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 28: What other strategies should Illinois consider for recruiting and retaining highly qualified CTE teachers?                                                                        |          |             |
| <b>Total:</b>                                                                                                                                                                                  | <b>9</b> | <b>100%</b> |
| The current strategies described are adequate.                                                                                                                                                 | 5        | 55.6%       |
| Prefer not to answer.                                                                                                                                                                          | 2        | 22.2%       |
| Describe (summary below)                                                                                                                                                                       | 2        | 22.2%       |
| <b>Summary of comments:</b> Providing scholarships; waiving student teaching requirements; increased salaries; offering opportunities at community colleges so the programs are closer to home |          |             |

|                                                                                                                                                                                                                                                                                                          |          |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 29: What barriers to recruiting, preparing, and retaining CTE teachers should the plan address?                                                                                                                                                                                                 |          |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                            | <b>9</b> | <b>100%</b> |
| None.                                                                                                                                                                                                                                                                                                    | 4        | 44.4%       |
| Prefer not to answer.                                                                                                                                                                                                                                                                                    | 2        | 22.2%       |
| Describe (summary below)                                                                                                                                                                                                                                                                                 | 3        | 33.3%       |
| <b>Summary of comments:</b> Instructional coaches for first year teachers; scholarships for individuals entering CTE programs; continued investment in developing an education pathway and bridge programs to address teacher shortage; continued support from ISBE to get instructors in the classrooms |          |             |

|                                                                                                                                                                                                                    |          |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 30: Do you agree with the performance levels targets?                                                                                                                                                     |          |             |
| <b>Total:</b>                                                                                                                                                                                                      | <b>9</b> | <b>100%</b> |
| Yes                                                                                                                                                                                                                | 7        | 77.8%       |
| No                                                                                                                                                                                                                 | 2        | 22.2%       |
| <b>Summary of comments:</b> Targets should be more ambitious to support the 60 x 25 goals; performance targets should be disaggregated; school administrators and staff should have been asked about these targets |          |             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| Question 31: In what ways could we use state determined data to make improvements to career and technical education during the four -year cycle of the plan? For example, as gaps and disparities in performance are identified, should funding be allocated for increased tutoring for CTE students, professional learning opportunities for educators relative to meeting the needs of special populations, targeted technical assistance for districts/schools, etc. |          |             |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>7</b> | <b>100%</b> |

**Summary of comments:** Encourage districts to provide adequate counseling and dedicated college and career coordinators; provide clean and accessible data along with training and assistance on how to analyze data; provide more funding; determine student interest and plan accordingly

Question 32: The utilization of dual credit as the state determined quality indicator will accurately reflect program quality in all areas of the state.

|                   |          |             |
|-------------------|----------|-------------|
| <b>Total:</b>     | <b>9</b> | <b>100%</b> |
| Totally agree.    | 2        | 22.2%       |
| Agree.            | 5        | 55.6%       |
| Neutral           | 1        | 11.1%       |
| Disagree          | 0        | 0%          |
| Strongly disagree | 1        | 11.1%       |

Question 33: Any other comments related to the use of dual credit as the program quality indicator:

|                                                                                                                                                                                                                                                                                                                        |          |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                          | <b>6</b> | <b>100%</b> |
| <b>Summary of comments:</b> Only relevant dual credit should be counted as an indicator; dual credit is not always available and should not be an indicator; there needs to be greater impetus for colleges to work with secondary districts; some students attend college outside of the dual credit transfer options |          |             |

## Other

Question 34: What other feedback do you have on Illinois' draft Perkins V State Plan?

|                                                                                                                                                                                                                 |          |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| <b>Total:</b>                                                                                                                                                                                                   | <b>4</b> | <b>100%</b> |
| <b>Summary of comments:</b> This plan will lead to more paperwork and less time with students; provide more time and guidance to districts during this transition; this has been a truly collaborative process. |          |             |

## **Survey to Collect Feedback on Illinois' Draft State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**

### **Introduction**

Illinois is committed to providing quality Career and Technical Education (CTE) opportunities to each and every student. CTE provides students with educational options in high school and college that align with labor market needs and prepare them for their future career aspirations. We believe all students deserve and benefit from equitable access to successful career preparation opportunities.

The reauthorization of the Carl D. Perkins CTE Improvement Act ("Perkins V") on July 31, 2018, requires each state to develop a four-year plan in collaboration with stakeholders to support innovation in the future of CTE.

Please complete this survey to provide your feedback to the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) about the [current draft of the Perkins V State Plan](https://www.isbe.net/Documents/Perkins-V-State-Plan-for-IL-Draft-2.pdf), available online at <https://www.isbe.net/Documents/Perkins-V-State-Plan-for-IL-Draft-2.pdf>. Your feedback will help us ensure that Illinois' state plan for CTE reflects the needs of your community and our collection vision for success for all children in the state.

### **Tell Us About Yourself**

1. Please indicate the role that best describes you:
  - Teacher/Faculty
  - Administrator
  - Parent/Guardian
  - Advocate
  - Student
  - Businessperson
  - Other:
2. Please tell us if you are submitting a comment on behalf of an organization:
  - Name of Organization: (fill in blank)
  - Number of members your organization represents, if applicable: (fill in blank)
  - I am not submitting a comment on behalf of an organization.
3. Please indicate the race/ethnicity that best describes you:
  - American Indian
  - Asian
  - Black
  - Hispanic
  - Pacific Islander
  - Two or More Races
  - White
  - Prefer not to answer.
4. Please indicate the region that best describes where you live:

- Rural
  - Suburban
  - Urban
5. May we contact you for more information, if needed?
- Yes
    - First and Last Name: (fill in blank)
    - Email Address: (fill in blank)
    - Phone Number: (fill in blank)
  - No

### **B.1.a. State-Supported Workforce Development Activities**

Please refer to pages 16--20 of the draft state plan for 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.

6. What additional opportunities for collaboration should Illinois consider to meet the skill needs of employers?
- Describe: (fill in blank)
  - The current description in the plan is adequate.
  - Prefer not to answer.

### **B.1.b. Strategic Vision**

7. The Strategic Vision for Illinois CTE, found on page 21 of the draft state plan, states: "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." What do you like about the CTE vision? (fill in blank)
8. Does the current vision describe where CTE in Illinois is going?
- Yes
  - No
  - Prefer not to answer.
9. What would you change about the vision?
- Describe: (fill in blank)
  - The current vision is adequate.
  - Prefer not to answer.

In addition, Illinois provides a high level of intentionality through its mission statement: “Illinois’ career and technical education system will promote success for students and their communities by fostering career pathways that: align to current and projected industry and community needs; support students to navigate and complete a personalized pathway based on their interest 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 background skills; and incorporate entry and exit points to progressively advance through higher levels of education, training and employment success. “

10. Are you in agreement with the mission statement to meet the needs of students and communities?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

11. Any additional comments about the mission statement?

- Describe: (fill in the blank)

### **B.1.b. Goals**

Please refer to pages 22 of the draft state plan for Illinois’ 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.

12. Which of the goals do you think will have the biggest impact for Illinois students? (select one)

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

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

Goal 3: Increase participation in CTE dual credit coursework

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

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

13. What would you change about the goals to ensure they support the strategic vision for Illinois CTE?

- Describe: (fill in blank)

- The current goals are adequate.
- Prefer not to answer.

### **B.1.c. Strategy for Joint Planning, Alignment, Coordination, and Leveraging of Funds**

Please refer to pages 23-25 of the draft state plan for a description of the state's strategy for joint planning, alignment, coordination, and leveraging of funds between the state's CTE programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals.

14. Is it clear where coordination and collaboration have been planned and made intentional?

- Yes
- No
- Prefer not to answer.

15. What is missing from the coordination and collaboration? Are there any additional entities or activities with which Perkins CTE can align or coordinate?

- Describe: (fill in blank)
- The current description is adequate.
- Prefer not to answer.

### **B.1.d. Use of State Leadership Funds**

Please refer to pages 25-29 of the draft state plan for a description of how Illinois will use state leadership funds to support required and other state leadership activities.

16. Choose which five of the other (not required) state leadership activities listed should be Illinois' highest priorities: (choose five)

- Program of Study Development
- Dual Credit Enhancement
- Comprehensive Professional Learning
- Expansion of Integrated Education and Training
- Expanding Innovative Delivery Models
- Improving Career Guidance and Academic Counseling
- Open Educational Resources
- Enhancing Data Accountability Systems

### **B.2.a. How Programs of Study Are Supported**



Please refer to page 30-32 of the draft state plan for a description of what CTE programs or programs of study will be supported, developed, or improved at the state level and made available for adoption by eligible recipients.

17. Where is additional clarity needed in the process by which programs are developed at the state level versus at the local level?

- Describe: (fill in blank)
- The current description is adequate.
- Prefer not to answer.

### **B.2.b. How Locally Developed Programs of Study Are Approved**

Please refer to pages 32-35 of the draft state plan for a description of 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.

18. Where is additional clarity needed in the process and criteria for approving locally developed programs?

- Describe: (fill in blank)
- The current description is adequate.
- Prefer not to answer.

### **B.2.c.i. How the Agency Will Make Information Available**

Please refer to pages 38-39 of the draft state plan for a description of how ISBE and ICCB will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.

19. How else could ISBE and ICCB communicate to stakeholders?

- Describe: (fill in blank)
- The current methods described are adequate.
- Prefer not to answer.

### **B.2.c.i. Collaborating on Career Pathways that Include Multiple Entry/Exit Points**

Please refer to pages 39-40 of the draft state plan for a description of how ISBE and ICCB will facilitate collaboration among eligible Perkins V grant recipients in the development and coordination of CTE programs (and programs of study) and career pathways that include multiple entry and exit points, particularly through the comprehensive local needs assessment and the local application.

20. What additional structures can help secondary institutions, postsecondary institutions, and the workforce work more collaboratively together?

- Describe: (fill in blank)
- The current structures described are adequate.
- Prefer not to answer.

### **B.2.c.vii. Improving Outcomes and Reducing Performance Gaps**

Please refer to page 46 of the draft state plan for a description of how ISBE and ICCB will support local recipients of Perkins V funds in meeting performance targets and reducing performance gaps, including for those who are members of special populations.

21. What additional supports do local recipients of Perkins V funds need in addressing performance gaps?

- Describe: (fill in blank)
- The current supports described are adequate.
- Prefer not to answer.

### **B.2.d. Dual Enrollment and Competency-Based Education**

Please refer to pages 46-47 of the draft state plan for a description of strategies Illinois will use to expand opportunities for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.

22. What other strategies could increase student participation in dual credit or dual enrollment opportunities?

- Describe: (fill in blank)
- The current strategies described are adequate.
- Prefer not to answer.

### **B.2.e. Involving All Stakeholders in CTE Program Planning, Development, Implementation, and Evaluation**

Please refer to pages 47-50 of the draft state plan for a description of the activities ISBE and ICCB will engage in to involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of CTE programs.

23. What other activities could ISBE and ICCB engage in to involve all stakeholders in the development, implementation, and evaluation of CTE programs of study?
- Describe: (fill in blank)
  - The current activities described are adequate.
  - Prefer not to answer.

### **B.2.h. Definitions of Size, Scope, and Quality**

Please refer to pages 50-53 of the draft state plan for the definitions of “size, scope, and quality” to apply to all eligible recipients of Perkins V funds, secondary and postsecondary, unless specifically noted.

24. What barriers will local recipients of Perkins V funds have to overcome to meet the size, scope, and quality definitions?
- Describe:
  - None.
  - Prefer not to answer.
25. What aspects of a CTE program of study are not covered by the definition of “quality”?
- Describe: (fill in blank)
  - The current definition covers all aspects of a CTE program of study.
  - Prefer not to answer.

### **II.B.3. Meeting the Needs of Special Populations**

Please refer to pages 58-68 of the draft state plan for a description of strategies ISBE and ICCB will utilize to ensure equitable access to and success in CTE programming for members of special populations.

26. While these are examples of strategies, what additional strategies could increase access to and success in secondary and postsecondary CTE programs for members of special populations?
- Describe: (fill in blank)
  - The current strategies described are adequate.
  - Prefer not to answer.

27. What professional development or technical assistance will Perkins V recipients need to implement the strategies described?

- Describe: (fill in blank)
- None.
- Prefer not to answer.

#### **II.B.4. Preparing Teachers**

Please refer to pages 54-57 of the draft state plan for a description of how ISBE will support the recruitment and preparation of teachers – including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals – to provide CTE instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for members of special populations.

28. What other strategies should Illinois consider for recruiting and retaining highly qualified CTE teachers?

- Describe: (fill in blank)
- The current strategies described are adequate.
- Prefer not to answer.

29. What barriers to recruiting, preparing, and retaining CTE teachers should the plan address?

- Describe: (fill in blank)
- None.
- Prefer not to answer

#### **D. Accountability for Results:**

Please refer to pages 74-83 of the draft state plan for current baseline data and projected performance level targets for each year of the grant.

30. Do you agree with the performance levels targets?

- Yes
- No
- Comment: (Text box)

31. In what ways could we use state determined data to make improvements to career and technical education during the four -year cycle of the plan? For example, as gaps and disparities in performance are identified, should funding be allocated for increased tutoring for CTE students, professional learning opportunities for educators relative to meeting the needs of special populations, targeted technical assistance for districts/schools, etc.

- Describe: (fill in the blank)

Please refer to page 81-82, “Consideration for Secondary State Determined Levels of Performance” of the draft state plan, where you will find the process and consideration for selecting dual credit as the state determined quality indicator.

32. The utilization of dual credit as the state determined quality indicator will accurately reflect program quality in all areas of the state.

- Totally agree
- Agree
- Undecided
- Disagree
- Strongly disagree
- 

33. Any other comments related to the use of dual credit as the program quality indicator:

Describe: (fill in the blank)

**Other**

34. What other feedback do you have on Illinois’ draft Perkins V State Plan? (fill in blank)

## Appendix K

There have not been any objections submitted to the Illinois State Board of Education concerning the Perkins V plan.

## State Fiscal Year (SFY) 2021 CIP Changes Crosswalk

During SFY 2020, ISBE conducted a review of all approved programs of study to ensure their continued relevance and alignment with state and local workforce needs and to approve additional programs to address any gaps in career pathways. The process of review included: consideration of alignment to the Illinois Department of Economic Security and the U.S. Bureau of Labor Statistics long-term employment projections for Illinois; program alignment to a high-skill, high-wage, or in-demand career pathway; and student enrollment and interest. The table below identifies the action for each instructional program as either maintain, new, or retired/discontinued. Instructional programs being retired have been provided with a suitable alternative instructional program whenever possible.

*Green = Maintain, Blue = New, Yellow = Retired/Discontinued*

| Career Cluster                          | CIP                                                                                                   | Action                                                                              |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Agriculture, Food and Natural Resources | 01.0000 - Agriculture, General.                                                                       | Maintain                                                                            |
| Agriculture, Food and Natural Resources | 01.0101 - Agricultural Business and Management, General.                                              | Maintain                                                                            |
| Agriculture, Food and Natural Resources | 01.0201 - Agricultural Mechanization, General.                                                        | Maintain                                                                            |
| Agriculture, Food and Natural Resources | 01.0401 - Agricultural and Food Products Processing.                                                  | New                                                                                 |
| Agriculture, Food and Natural Resources | 01.0601 - Applied Horticulture/Horticulture Operations, General.                                      | Maintain                                                                            |
| Agriculture, Food and Natural Resources | 01.0901 - Animal Sciences, General.                                                                   | New                                                                                 |
| Agriculture, Food and Natural Resources | 03.0101 - Natural Resources/Conservation, General.                                                    | Maintain                                                                            |
| Agriculture, Food and Natural Resources | 15.0507 - Environmental/Environmental Engineering Technology/Technician.                              | New                                                                                 |
| Architecture and Construction           | 15.1301 - Drafting and Design Technology/Technician, General.                                         | Maintain                                                                            |
| Architecture and Construction           | 46.0000 - Construction Trades, General.                                                               | Maintain                                                                            |
| Architecture and Construction           | 46.0302 - Electrician.                                                                                | Maintain                                                                            |
| Architecture and Construction           | 46.0401 - Building/Property Maintenance.                                                              | Maintain                                                                            |
| Architecture and Construction           | 47.0201 - Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician. | Maintain                                                                            |
| Architecture and Construction           | 47.0302 - Heavy Equipment Technology/Technician.                                                      | Maintain                                                                            |
| Architecture and Construction           | 46.0301 - Electrical and Power Transmission Installation/Installer, General.                          | Retired/Discontinued, coursework offered in 46.0302 - Electrician.                  |
| Architecture and Construction           | 46.0503 - Plumbing Technology/Plumber.                                                                | Retired/Discontinued, coursework offered in 46.0000 - Construction Trades, General. |

|                                                 |                                                                          |                                                                                                        |
|-------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Arts, Audio/Video Technology and Communications | 10.0301 - Graphic Communications, General.                               | New                                                                                                    |
| Arts, Audio/Video Technology and Communications | 10.0202 - Radio and Television Broadcasting Technology/Technician.       | Maintain                                                                                               |
| Arts, Audio/Video Technology and Communications | 50.0406 - Commercial Photography.                                        | Maintain                                                                                               |
| Arts, Audio/Video Technology and Communications | 10.0303 - Prepress/Desktop Publishing and Digital Imaging Design.        | Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.                 |
| Arts, Audio/Video Technology and Communications | 50.0102 - Digital Arts                                                   | Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.                 |
| Arts, Audio/Video Technology and Communications | 50.0402 - Commercial and Advertising Art.                                | Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.                 |
| Business, Management and Administration         | 52.0201 - Business Administration and Management, General.               | New                                                                                                    |
| Business, Management and Administration         | 52.1001 - Human Resources Management/Personnel Administration, General   | New                                                                                                    |
| Business, Management and Administration         | 52.0401 - Administrative Assistant and Secretarial Science, General.     | Retired/Discontinued, coursework offered in 52.0201 - Business Administration and Management, General. |
| Business, Management and Administration         | 52.0701 - Entrepreneurship/Entrepreneurial Studies.                      | Maintain                                                                                               |
| Business, Management and Administration         | 59.0109 - Work Experience and Career Exploration Program                 | Retired/Discontinued                                                                                   |
| Education and Training                          | 13.0101 - Education, General.                                            | Maintain                                                                                               |
| Education and Training                          | 13.1210 - Early Childhood Education and Teaching.                        | Maintain                                                                                               |
| Energy                                          | 15.1701 - Energy Systems Technology/Technician.                          | New                                                                                                    |
| Finance                                         | 52.0801 - Finance, General.                                              | New                                                                                                    |
| Finance                                         | 52.0301 - Accounting                                                     | New                                                                                                    |
| Finance                                         | 52.1908 - Business and Personal/Financial Services Marketing Operations. | Retired/Discontinued, coursework offered in 52.0801 - Finance, General.                                |
| Finance                                         | 52.0302 - Accounting Technology/Technician and Bookkeeping.              | Retired/Discontinued, coursework offered in 52.0301 - Accounting.                                      |
| Health Science                                  | 51.0000 - Health Services/Allied Health/Health Sciences, General.        | Maintain                                                                                               |
| Health Science                                  | 51.1004 - Clinical/Medical Laboratory Technician                         | New                                                                                                    |
| Health Science                                  | 51.2605 - Physical Therapy Technician/Aide.                              | New                                                                                                    |



|                |                                                                        |                                                                                                               |
|----------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Health Science | 51.0000 - Health Services/Allied Health/Health Sciences, General.      | Maintain                                                                                                      |
| Health Science | 51.0601 - Dental Assisting/Assistant.                                  | Maintain                                                                                                      |
| Health Science | 51.0703 - Health Unit Coordinator/Ward Clerk.                          | Maintain                                                                                                      |
| Health Science | 51.0713 - Medical Insurance Coding Specialist/Coder                    | Maintain                                                                                                      |
| Health Science | 51.0801 - Medical/Clinical Assistant.                                  | Maintain                                                                                                      |
| Health Science | 51.0805 - Pharmacy Technician/Assistant.                               | Maintain                                                                                                      |
| Health Science | 51.0902 - Electrocardiograph Technology/Technician.                    | Maintain                                                                                                      |
| Health Science | 51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).     | Maintain                                                                                                      |
| Health Science | 51.0913 - Athletic Training/Trainer.                                   | Maintain                                                                                                      |
| Health Science | 51.1009 - Phlebotomy Technician/Phlebotomist.                          | Maintain                                                                                                      |
| Health Science | 51.3902 - Nursing Assistant/Aide and Patient Care Assistant/Aide.      | Maintain                                                                                                      |
| Health Science | 19.0501 - Foods, Nutrition, and Wellness Studies, General.             | Maintain                                                                                                      |
| Health Science | 51.0806 - Physical Therapy Technician/Assistant.                       | Retired/Discontinued, coursework offered in 51.2605 - Physical Therapy Technician/Aide.                       |
| Health Science | 51.0812 - Respiratory Therapy Technician/Assistant.                    | Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General. |
| Health Science | 51.0907 - Medical Radiologic Technology/Science - Radiation Therapist. | Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General. |
| Health Science | 51.0909 - Surgical Technology/Technologist.                            | Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General. |
| Health Science | 51.1005 - Clinical Laboratory Science/Medical Technology/Technologist. | Retired/Discontinued, coursework offered in 51.1004 - Clinical/Medical Laboratory Technician                  |
| Health Science | 51.1803 - Ophthalmic Technician/Technologist.                          | Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General. |
| Health Science | 51.2308 - Physical Therapy/Therapist.                                  | Retired/Discontinued, coursework offered in 51.2605 - Physical Therapy Technician/Aide.                       |
| Health Science | 51.2602 - Home Health Aide/Home Attendant.                             | Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General. |

|                         |                                                                          |                                                                                                                      |
|-------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Health Science          | 51.2604 - Rehabilitation Aide.                                           | Retired/Discontinued, coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General.        |
| Health Science          | 51.3901 - Licensed Practical/Vocational Nurse Training.                  | Retired/Discontinued, coursework offered in 51.3902 - Nursing Assistant/Aide and Patient Care Assistant/Aide.        |
| Health Science          | 51.9999 - Health Professions and Related Clinical Sciences, Other.       | Retired/Discontinued, select coursework offered in 51.0000 - Health Services/Allied Health/Health Sciences, General. |
| Hospitality and Tourism | 19.0601 - Housing and Human Environments, General.                       | New                                                                                                                  |
| Hospitality and Tourism | 12.0500 - Cooking and Related Culinary Arts, General.                    | Maintain                                                                                                             |
| Hospitality and Tourism | 19.0604 - Facilities Planning and Management.                            | Maintain                                                                                                             |
| Hospitality and Tourism | 52.0903 - Tourism and Travel Services Management                         | New                                                                                                                  |
| Hospitality and Tourism | 52.0904 - Hotel/Motel Management                                         | New                                                                                                                  |
| Human Services          | 19.1001 - Work and Family Studies.                                       | Changed from 19.0000 - Work and Family Studies.                                                                      |
| Human Services          | 44.0701 - Social Work.                                                   | New                                                                                                                  |
| Human Services          | 44.0401 - Public Administration                                          | New                                                                                                                  |
| Human Services          | 12.0401 - Cosmetology/Cosmetologist, General.                            | Maintain                                                                                                             |
| Human Services          | 12.0402 - Barbering/Barber.                                              | Maintain                                                                                                             |
| Human Services          | 12.0410 - Nail Technician/Specialist and Manicurist                      | Maintain                                                                                                             |
| Human Services          | 19.0202 - Family and Consumer Sciences/Human Sciences Communication.     | Retired/Discontinued, coursework offered in 19.1001 - Work and Family Studies.                                       |
| Human Services          | 19.0702 - Adult Development and Aging.                                   | Maintain                                                                                                             |
| Human Services          | 19.0708 - Child Care and Support Services Management.                    | Retired/Discontinued, coursework offered in 19.0709 - Child Care Provider/Assistant.                                 |
| Human Services          | 19.0709 - Child Care Provider/Assistant.                                 | Maintain                                                                                                             |
| Information Technology  | 11.0201 - Computer Programming/ Programmer, General.                     | New                                                                                                                  |
| Information Technology  | 11.0202 - Computer Programming, Specific Applications.                   | Retired/Discontinued, coursework offered in 11.0201 - Computer Programming/ Programmer, General.                     |
| Information Technology  | 11.0701 - Computer Science                                               | New                                                                                                                  |
| Information Technology  | 11.0801 - Web Page, Digital/Multimedia and Information Resources Design. | Maintain                                                                                                             |
| Information Technology  | 11.0901 - Computer Systems Networking and Telecommunications.            | Maintain                                                                                                             |

|                                                  |                                                                                  |                                                                                                     |
|--------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Law, Public Safety, Corrections and Security     | 22.0302- Legal Assistant/Paralegal.                                              | New                                                                                                 |
| Law, Public Safety, Corrections and Security     | 43.0109 - Security and Loss Prevention Services.                                 | New                                                                                                 |
| Law, Public Safety, Corrections and Security     | 22.0001 - Pre-Law Studies.                                                       | Retired/Discontinued, coursework offered in 22.0302 - Legal Assistant/Paralegal.                    |
| Law, Public Safety, Corrections and Security     | 43.0107 - Criminal Justice/Police Science.                                       | Maintain                                                                                            |
| Law, Public Safety, Corrections and Security     | 43.0203 - Fire Science/Fire-fighting                                             | Maintain                                                                                            |
| Manufacturing                                    | 19.0901 - Apparel and Textile, General.                                          | New                                                                                                 |
| Manufacturing                                    | 19.0902 - Apparel and Textile Manufacture.                                       | Retired/Discontinued, coursework offered in 19.0901 - Apparel and Textile, General.                 |
| Manufacturing                                    | 47.0104 - Computer Installation and Repair Technology/Technician.                | Maintain                                                                                            |
| Manufacturing                                    | 47.0409 - Parts and Warehousing Operations and Maintenance Technology/Technician | Maintain                                                                                            |
| Manufacturing                                    | 48.0501 - Machine Tool Technology/Machinist.                                     | Maintain                                                                                            |
| Manufacturing                                    | 48.0506 - Sheet Metal Technology/Sheetworking.                                   | Maintain                                                                                            |
| Manufacturing                                    | 48.0508 - Welding Technology/Welder.                                             | Maintain                                                                                            |
| Manufacturing                                    | 48.0703 - Cabinetmaking and Millwork.                                            | Maintain                                                                                            |
| Manufacturing                                    | 47.0105 - Industrial Electronics Technology/Technician.                          | Maintain                                                                                            |
| Manufacturing                                    | 47.0303 - Industrial Mechanics and Maintenance Technology.                       | Retired/Discontinued, coursework offered in 47.0105 - Industrial Electronics Technology/Technician. |
| Manufacturing                                    | 48.0511 - Metal Fabricator.                                                      | Retired/Discontinued, coursework offered in 48.0501 - Machine Tool Technology/ Machinist.           |
| Marketing                                        | 52.1401 - Marketing/Marketing Management, General.                               | New                                                                                                 |
| Marketing                                        | 19.0905 - Apparel and Textile Marketing Management.                              | Retired/Discontinued, coursework offered in 19.0901 - Apparel and Textile, General.                 |
| Marketing                                        | 52.1801 - Sales, Distribution, and Marketing Operations, General.                | Retired/Discontinued, coursework offered in 52.1401 - Marketing/Marketing Management, General.      |
| Science, Technology, Engineering and Mathematics | 15.0000 - Engineering Technology, General.                                       | Maintain                                                                                            |
| Transportation, Distribution, and Logistics      | 49.0205 - Truck and Bus Driver/Commercial Vehicle Operator and Instructor.       | New                                                                                                 |

|                                             |                                                                    |                                                                                                              |
|---------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Transportation, Distribution, and Logistics | 49.0209 - Forklift Operation/Operator.                             | New                                                                                                          |
| Transportation, Distribution, and Logistics | 49.0102 - Airline/Commercial/Professional Pilot and Flight Crew.   | Maintain                                                                                                     |
| Transportation, Distribution, and Logistics | 47.0603 - Autobody/Collision and Repair Technology/Technician.     | Maintain                                                                                                     |
| Transportation, Distribution, and Logistics | 47.0604 - Automobile/Automotive Mechanics Technology/Technician.   | Maintain                                                                                                     |
| Transportation, Distribution, and Logistics | 47.0608 - Aircraft Powerplant Technology/Technician.               | Maintain                                                                                                     |
| Transportation, Distribution, and Logistics | 47.0606 - Small Engine Mechanics and Repair Technology/Technician. | Retired/Discontinued, coursework offered in 47.0604 - Automobile/Automotive Mechanics Technology/Technician. |

## ISBE Program of Study Approval and Program Quality Review

The Program of Study Approval and Program Quality Review will:

1. After State Fiscal Year 2020, this will replace CTE Program Data Review (PDR) in the Comprehensive Local Needs Assessment process; the following school-level questions will be utilized from the PDR and will be answered one time for each school during the review cycle.
  - a. Professional Learning Opportunities
  - b. CTE Professional Capacity
  - c. Career Guidance for All Students
2. Be in place for existing programs of study
3. Need access levels: School, District, EFE, ISBE
4. Program-Level: 16 Pages total as reflected in the graphic below:



**School-Level Sections: Professional Learning Opportunities**

*For the past three years, indicate any professional learning opportunities that were offered for the following:*

|                                                                                                                                                                                                                                                                          | CTE Teachers | Other Faculty | School Leaders | Administrators | Specialized Instructional Support Personnel | Career Guidance and Academic Counselors | Paraprofessionals |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|----------------|----------------|---------------------------------------------|-----------------------------------------|-------------------|
| Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula                                                                             |              |               |                |                |                                             |                                         |                   |
| Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students                                                                                                                                                           |              |               |                |                |                                             |                                         |                   |
| Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials                                                                                |              |               |                |                |                                             |                                         |                   |
| Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators                                                                                                                         |              |               |                |                |                                             |                                         |                   |
| Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs                                                                                                           |              |               |                |                |                                             |                                         |                   |
| Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices                                                                                                          |              |               |                |                |                                             |                                         |                   |
| Training to provide appropriate accommodations for individuals with disabilities                                                                                                                                                                                         |              |               |                |                |                                             |                                         |                   |
| Training in frameworks to effectively teach students, including a focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral spaces that provide access to tools |              |               |                |                |                                             |                                         |                   |
| Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries                                                                                              |              |               |                |                |                                             |                                         |                   |

**School-Level Sections:**

**CTE Professional Capacity**

***CTE Professional Capacity: Identify the number of professionals in each area indicated below that were working with and within your CTE Program(s) over the past three years.***

- CTE Teachers
- Other Faculty
- School Leaders
- Administrators
- Specialized Instructional Support Personnel
- Career Guidance and Academic Counselors
- Paraprofessionals

**Career Guidance for All Students**

***Indicate yes or no for the following:***

- Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course? *This could occur at the middle school level.*

**Program-Level Page 1: LEA Information**

1. Existing Programs are pulled from the Illinois State Course System (ISCS) CIP assignments; each CIP will be reviewed separately.
2. School Name: *(prepopulate based on IWAS access)*
3. RCDT Code: *(prepopulate based on IWAS access)*
4. CTE Career Cluster: *(prepopulate from ISCS based on CIP assignments)*
5. CTE Program of Study (CIP Code): *(prepopulate from ISCS CIP assignments)*
6. Is any part of this program completed outside of the home school? (For example, some course work for this Program of Study occurs at another secondary serving school, area career center, regional program, online program, community college, or other postsecondary.) Yes/No option
  - a. If yes: fill in the blank for the name of the other program course provider(s)
7. Document Prepared by: *(prepopulate based on IWAS access)*
8. E-mail: *(prepopulate based on IWAS access)*
9. Phone number: *(prepopulate based on IWAS access)*

***(Will pull from existing ISBE electronic systems where able.)***



**Program-Level Page 2: Licensure and Course Assignment**

Program of Study (CIP Code): *(Prepopulated from page 1; #5)*

1. Assurance of Qualified Instructors: Current guidance criteria will be provided based on teacher license, endorsements, industry credential, or other current licensure criteria.
2. Assigned State CTE Courses: *(prepopulate from ISCS State Course assignments for the selected CIP)*
3. Location each course is taught at: (check box options)
  - a. Home School
  - b. Other Secondary Serving School
  - c. Area Career Center
  - d. Regional Program
  - e. Online Course
  - f. Home School
  - g. Community College
  - h. Other Postsecondary
4. Is each course offered for credit transfer opportunity (e.g., dual credit, articulated credit, dual enrollment)? Yes/No option
5. If this course is offered at the home school, is this course offered to students from other schools inside your district? Yes/No option
  - a. If yes: fill in the blank for other in-district schools.
6. If this course is offered at the home school, is this course offered to students from other schools outside of your district? Yes/No option
  - a. If yes: fill in the blank for other out-of-district schools.

***(Will pull from existing ISBE electronic systems where able or the teacher assignment portion might become an assurance until the Teacher Out-of-Field system can be accessed/utilized.) – See example on the next page.***

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Example:

CIP: 01.0101 Agriculture Business Management for ABC South High School

| Assigned State CTE Course                                | Location Course is Taught                                                                                                                                                                                                                                                                                                                | Course Offered for Credit Transfer                                  | Home School Course Offered to Other In-District Schools                                                                                                | Home School Course Offered to Out-of-District Schools                                                                     |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 18003A001:<br>Basic Agriculture Science                  | Home School <input checked="" type="checkbox"/><br>Other Sec Serving School <input type="checkbox"/><br>Area Career Center <input type="checkbox"/><br>Regional Program <input type="checkbox"/><br>Online Course <input type="checkbox"/><br>Community College <input type="checkbox"/><br>Other Postsecondary <input type="checkbox"/> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>                                                                                    | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br>List Out-of-District School(s):<br>XYZ High School |
| 18203A002:<br>Agricultural Communications and Leadership | Home School <input checked="" type="checkbox"/><br>Other Sec Serving School <input type="checkbox"/><br>Area Career Center <input type="checkbox"/><br>Regional Program <input type="checkbox"/><br>Online Course <input type="checkbox"/><br>Community College <input type="checkbox"/><br>Other Postsecondary <input type="checkbox"/> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br>List In-District School(s):<br>ABC North High School<br>ABC Central High School | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>                                                       |
| 18201A001:<br>Agriculture Business Management            | Home School <input type="checkbox"/><br>Other Sec Serving School <input type="checkbox"/><br>Area Career Center <input checked="" type="checkbox"/><br>Regional Program <input type="checkbox"/><br>Online Course <input type="checkbox"/><br>Community College <input type="checkbox"/><br>Other Postsecondary <input type="checkbox"/> | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |                                                                                                                                                        |                                                                                                                           |

**Program-Level Page 3: Standards Alignment**

1. What standards are your Program of Study (CIP Code) aligned with? (Fill in the blank option)

**Program-Level Page 4: Postsecondary Alignment**

Program of Study (CIP Code): *(Prepopulated from page 1; #5)*

1. Upload Program of Study Model Matrix – \*\*This is the only upload that is required on this page; could potentially be fillable fields instead of upload.
2. If available, upload any articulation agreements.
3. If available, upload any Transitional Course(s) MOUs here.
4. If available, upload additional agreements here.

**Program-Level Page 5.1 – Program Quality Rubric: Standards-Aligned and Integrated Curriculum**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                                                                                                             |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                               | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                               |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Standards-Aligned and Integrated Curriculum</b>                                                                                                                                                                                                                            | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) The curriculum is based on state adopted, industry-validated technical standards and competencies.                                                                                                                                                                         |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) The curriculum incorporates state adopted employability skill standards that help students succeed in the workplace.                                                                                                                                                       |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| <p>d) The curriculum is approved annually to prepare students for both further education and in-demand and emerging careers.</p>                    |  |  |  |  |
| <p>e) The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.</p>                                  |  |  |  |  |
| <p>f) Assessments are aligned to program standards and curriculum and appropriate to students' current level of knowledge and skill attainment.</p> |  |  |  |  |
| <p>g) The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.</p>   |  |  |  |  |

**Program-Level Page 5.2 – Program Quality Rubric: Sequencing and Articulation**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                       | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                       |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Sequencing and Articulation</b>                                                                                                                                                    | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) 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. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students’ depth of knowledge and skills.                           |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) The program of study allows for multiple entry and exit points that incorporate recognized postsecondary credentials.                                                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| d) Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.              |  |  |  |  |
| e) The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available. |  |  |  |  |



**Program-Level Page 5.3 – Program Quality Rubric: Effective CTE Staff**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                                                        |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                          | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                          |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Effective CTE Staff</b>                                                                                                                                                                                               | <b>0</b>                                                                     | <b>1</b>                                                                                                                                                                                                                                                                           | <b>2</b>                                                                                                                                                                                                                                                                                                                         | <b>3</b>                                                                                                                                                                                                                                                                                         |
| a) Teachers, faculty, specialized instructional support personnel and career guidance and academic counselors are actively recruited from populations that have been traditionally underrepresented in such professions. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) CTE educators have developed and filed a Professional Learning Plan that addresses content knowledge, pedagogy, and might include pursuit of advanced educator certification.                                         |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) CTE staff educators and administrators are involved in applicable professional educator and industry organizations.                                                                                                   |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| d) Counselors and other program staff participate annually in CTE related or orientated professional learning.        |  |  |  |  |
| e) CTE Educators participate in professional learning related to the core content area(s) incorporated in curriculum. |  |  |  |  |

**Program-Level Page 5.4 – Program Quality Rubric: Facilities**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                                                                                  |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                    | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                    |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Facilities</b>                                                                                                                                                                                                                                  | <b>0</b>                                                                     | <b>1</b>                                                                                                                                                                                                                                                                           | <b>2</b>                                                                                                                                                                                                                                                                                                                         | <b>3</b>                                                                                                                                                                                                                                                                                         |
| a) Facilities 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, Americans with Disabilities Act and other accessibility requirements like 504 plans. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Facilities used in the program of study reflect current workplace, industry and/or occupational practices and requirements.                                                                                                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Facilities allow for program objectives to be met.                                                                                                                                                                                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| d) Facilities meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.                                                                                                                  |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| e) Students demonstrate safe and appropriate use and maintenance of facilities within the program of study.                |  |  |  |  |
| f) Processes are defined, and resources provided to regularly inspect, update and replace facilities.                      |  |  |  |  |
| g) The program of study maximizes student access to relevant facilities through partnerships and flexible delivery models. |  |  |  |  |

**Program-Level Page 5.5 – Program Quality Rubric: Equipment, Technology and Materials**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                             | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                             |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Equipment, Technology and Materials</b>                                                                                                                                                                                                                                  | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements like 504 plans. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.                                                                                                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Equipment, technology and materials support and align to curriculum standards and program objectives.                                                                                                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| <p>d) Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.</p> |  |  |  |  |
| <p>e) Students demonstrate safe and appropriate use and maintenance of equipment, technology and materials within the program of study.</p>                                   |  |  |  |  |
| <p>f) Processes are defined, and resources provided to regularly inspect, update and replace equipment, technology and materials.</p>                                         |  |  |  |  |
| <p>g) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.</p>                    |  |  |  |  |

**Program-Level Page 5.6: Student Career Development (Essential Employability Skills)**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                                  |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                    | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                    |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Student Career Development (Essential Employability Skills)</b>                                                                                                                                 | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the                                                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

ISBE Program of study Approval and Program Quality Review: Existing Program

|                                                                                                                                                                                                                                                                                                               |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.</p>                                                                                                                                       |  |  |  |  |
| <p>d) Career development activities are aligned with relevant national, state and/or local standards.</p>                                                                                                                                                                                                     |  |  |  |  |
| <p>e) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO or team-based challenge participation and articulated credit.</p> |  |  |  |  |
| <p>f) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.</p>                                                                                                                                                    |  |  |  |  |
| <p>g) Career development professionals have access to professional learning and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.</p>                           |  |  |  |  |



**Program-Level Page 5.7 – Program Quality Rubric: Career and Technical Student Organizations (CTSOs) or Team-Based Challenges**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                       | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                       |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Career and Technical Student Organizations (CTSOs) or Team-Based Challenges</b>                                                                                    | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Appropriate actions are taken to eliminate barriers to extended learning experiences for all students, including special populations.                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) The organization or challenge purpose is to serve CTE students and teachers in one or more of the 16 Career Cluster.                                               |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) The organization or challenge is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

ISBE Program of study Approval and Program Quality Review: Existing Program

|                                                                                                                                           |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>d) Organization or challenge activities develop and reinforce relevant technical, academic and employability knowledge and skills.</p> |  |  |  |  |
| <p>e) The organization or challenge provides opportunities for students to interact with business professionals.</p>                      |  |  |  |  |
| <p>f) The organization or challenge provides opportunities for students to participate in relevant competitive events.</p>                |  |  |  |  |
| <p>g) The organization or challenge provides opportunities for students to participate in leadership development activities.</p>          |  |  |  |  |

**Program-Level Page 5.8 – Program Quality Rubric: Business and Community Partners**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                                                                                                                                                      |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                        | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                        |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Business and Community Partners</b>                                                                                                                                                                                                                                                                                 | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) The program of study has a formalized, structured approach to coordinating partnerships, through an advisory committee that meets annually to review the programs of study quality rubric to guide discussion and decisions leading to continuous program improvement.                                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) The Advisory Committee ensures that the program of study meets current and future workforce demand and skill needs by: <ul style="list-style-type: none"> <li>• identifying, validating and reviewing curriculum</li> <li>• identifying appropriate assessments and recognized postsecondary credentials</li> </ul> |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

ISBE Program of study Approval and Program Quality Review: Existing Program

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <ul style="list-style-type: none"> <li>• evaluating facilities, equipment, technology and materials to ensure consistency with industry standards</li> <li>• evaluating the effectiveness of the program of study in preparing students for further education and careers.</li> </ul>                                                                                                                                                                                                |  |  |  |  |
| <p>c) Business and Committees support students' and teachers' extended learning by:</p> <ul style="list-style-type: none"> <li>• identifying, providing and evaluating work-based learning experiences for students</li> <li>• participating in CTSO or team-based challenge activities; for example, by serving as mentors and judges</li> <li>• offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills.</li> </ul> |  |  |  |  |

**Program-Level Page 5.9 – Program Quality Rubric: Work-Based Learning**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                        |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                          | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                          |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Work-Based Learning</b>                                                                                                                                                               | <b>0</b>                                                                     | <b>1</b>                                                                                                                                                                                                                                                                           | <b>2</b>                                                                                                                                                                                                                                                                                                                         | <b>3</b>                                                                                                                                                                                                                                                                                         |
| a) A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Work-based learning experiences are aligned with relevant national, state and/or local standards.                                                                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Work-based learning experiences are intentionally aligned with each student's education and career goals.                                                                             |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| d) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

ISBE Program of study Approval and Program Quality Review: Existing Program

|                                                                                                                                                                            |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).</p> |  |  |  |  |
| <p>e) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.</p>                 |  |  |  |  |
| <p>f) Work-based learning included sustained interaction with industry partners.</p>                                                                                       |  |  |  |  |
| <p>g) Work-based learning included real workplace learning experiences; in person or virtual.</p>                                                                          |  |  |  |  |

**Program-Level Page 5.10 – Program Quality Rubric: Data and Program Improvement**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                                          |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                            | 0- Not at all achieved: No evidence of the criterion in the program of study | 1- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                            |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Data and Program Improvement</b>                                                                                                                                                                        | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Purposes for data collection in supporting student success is communicated to all stakeholders including: administration, counselors, teachers, support staff, parents, students and community members. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Program of study quality rubric is presented to the local Board of Education annually and is used to guide discussion and decisions leading up to continuous program improvement.                       |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Data collected on program concentrators following exit of high school at 1 and 5 years and report information to advisory committee annually.                                                           |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

ISBE Program of study Approval and Program Quality Review: Existing Program

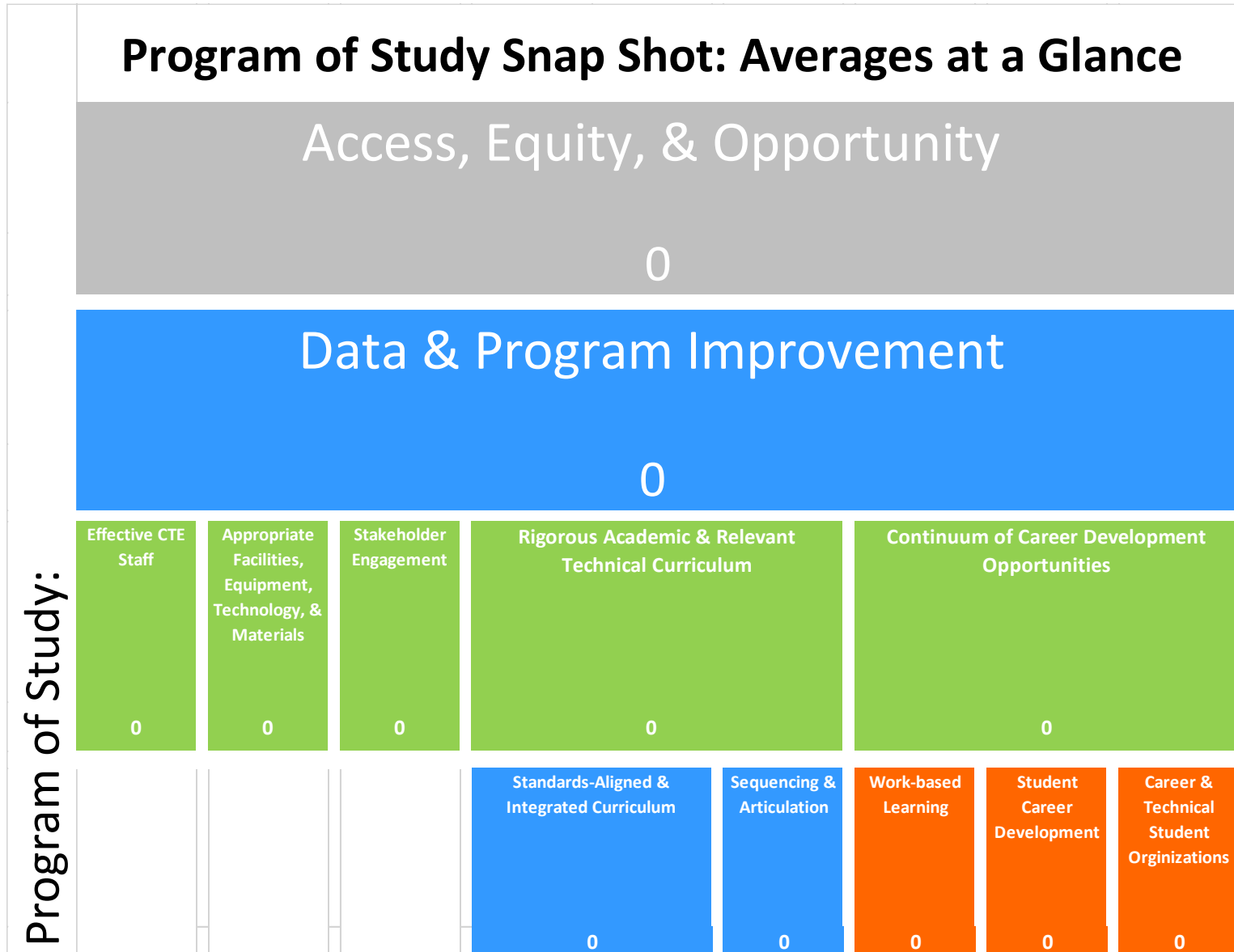
|                                                                                                                                                       |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>d) Data is collected from students and employers on work-based learning experiences.</p>                                                           |  |  |  |  |
| <p>e) Data is collected on student achievement of: industry credential/certification, apprenticeships and postsecondary degrees.</p>                  |  |  |  |  |
| <p>f) Academic assessment performance in core content areas for students in program is compiled for use in guiding program improvement decisions.</p> |  |  |  |  |



**Program-Level Page 6: Program Quality Rubric Summary (Average of each rubric section)**

| <b>Rubric Title</b>                                                 | <b>Pull From</b>                                                                                                                                                | <b>Score</b>          |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Access, Equity and Opportunity                                      | Letter a) from all sections                                                                                                                                     | Average               |
| Data and Program Improvement                                        | Data and Program Improvement: letters b-f                                                                                                                       | Average               |
| Effective CTE Staff                                                 | Effective CTE Staff: letters b-e                                                                                                                                | Average               |
| Appropriate Facilities, Equipment, Technology and Materials         | Facilities: letters b-g<br>Equipment, Technology and Materials: letters b-g                                                                                     | Average both sections |
| Stakeholder Engagement                                              | Business and Community Partners: letters b-c                                                                                                                    | Average               |
| Rigorous Academic and Relevant Technical Curriculum                 | Standards-Aligned and Integrated Curriculum: letters b-g<br>Sequencing and Articulation: letters b-e                                                            | Average both sections |
| Continuum of Career Development Opportunities                       | Work-Based Learning: letters b-g<br>Student Career Development: letters b-g<br>Career and Technical Student Organizations or Team-Based Challenges: letters b-g | Average all sections  |
| Standards Aligned and Integrated Curriculum                         | Standards-Aligned and Integrated Curriculum: letters b-g                                                                                                        | Average               |
| Sequencing and Articulation                                         | Sequencing and Articulation: letters b-e                                                                                                                        | Average               |
| Work-Based Learning                                                 | Work-Based Learning: letters b-g                                                                                                                                | Average               |
| Student Career Development                                          | Student Career Development: letters b-g                                                                                                                         | Average               |
| Career and Technical Student Organizations or Team-Based Challenges | Career and Technical Student Organizations or Team-Based Challenges: letters b-g                                                                                | Average               |

Example:



**Program-Level Page 6: Program Quality Rubric Summary (Average of each rubric section)**

1. If any sections average is less than 2, an improvement plan will be required for those sections:  
**\*\*Need to create Template / Form for this section**

## ISBE Program of Study Approval and Program Quality Review

The Program of Study Approval and Program Quality Review will:

5. After State Fiscal Year 2020, this will replace CTE Program Data Review (PDR) in the Comprehensive Local Needs Assessment process; the following school-level questions will be utilized from the PDR and will be answered one time for each school during the review cycle.
  - a. Professional Learning Opportunities
  - b. CTE Professional Capacity
  - c. Career Guidance for All Students
6. Be in place for new programs of study that:
  - a. Align to existing state-approved CIPs
  - b. Do not align to existing state-approved CIPs
7. Need access levels: School, District, EFE, ISBE
8. Program-Level: 17 Pages total as reflected in the graphic below:



**School-Level Sections: Professional Learning Opportunities**

*For the past three years, indicate any professional learning opportunities that were offered for the following:*

|                                                                                                                                                                                                                                                                          | CTE Teachers | Other Faculty | School Leaders | Administrators | Specialized Instructional Support Personnel | Career Guidance and Academic Counselors | Paraprofessionals |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|----------------|----------------|---------------------------------------------|-----------------------------------------|-------------------|
| Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula                                                                             |              |               |                |                |                                             |                                         |                   |
| Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students                                                                                                                                                           |              |               |                |                |                                             |                                         |                   |
| Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials                                                                                |              |               |                |                |                                             |                                         |                   |
| Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators                                                                                                                         |              |               |                |                |                                             |                                         |                   |
| Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs                                                                                                           |              |               |                |                |                                             |                                         |                   |
| Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices                                                                                                          |              |               |                |                |                                             |                                         |                   |
| Training to provide appropriate accommodations for individuals with disabilities                                                                                                                                                                                         |              |               |                |                |                                             |                                         |                   |
| Training in frameworks to effectively teach students, including a focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral spaces that provide access to tools |              |               |                |                |                                             |                                         |                   |
| Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries                                                                                              |              |               |                |                |                                             |                                         |                   |

**School-Level Sections:**

**CTE Professional Capacity**

***CTE Professional Capacity: Identify the number of professionals in each area indicated below that were working with and within your CTE Program(s) over the past three years.***

- CTE Teachers
- Other Faculty
- School Leaders
- Administrators
- Specialized Instructional Support Personnel
- Career Guidance and Academic Counselors
- Paraprofessionals

**Career Guidance for All Students**

***Indicate yes or no for the following:***

- Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course? *This could occur at the middle school level.*

**Program- Level Page 1: LEA Information**

10. Two options for New Programs:
  - a. Assigned to an existing state-approved CIP in the Illinois State Course System (ISCS); automatically pulled in to ISBE Program of Study
  - b. Requesting a federal CIP that is not currently approved by ISBE due to regional or local need (*provide link to Federal CIP list - <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56> (Browse All Current Federal CIPs) or <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56> (Search Federal CIPs)*)
11. School Name: (*prepopulate based on access*)
12. RCDT Code: (*prepopulate based on access*)
13. CTE Career Cluster:
  - a. *If state-approved CIP, prepopulate from ISCS based on CIP assignments*
  - b. *If requesting a federal CIP that is not currently approved by ISBE due to regional or local need, need to discuss how to handle this with ISBE's SIS team.*
14. CTE Program of Study (CIP Code):
  - a. *If state-approved CIP, prepopulate from ISCS based on CIP assignments*
  - b. *If requesting a federal CIP that is not currently approved by ISBE due to regional or local need, provide link to Federal CIP list - <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56> (Browse All Current Federal CIPs) or <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56> (Search Federal CIPs).*
15. Is any part of this program completed outside of the home school? (For example, some course work for this Program of study occurs at another secondary serving school, area career center, regional program, online program, community college, or other postsecondary.)  
Yes/No option
  - a. If yes: fill in the blank for the name of the other program course provider(s)
16. Document Prepared by: (*prepopulate based on IWAS access*)
17. E-mail: (*prepopulate based on IWAS access*)
18. Phone number: (*prepopulate based on IWAS access*)

**(Will pull from existing ISBE electronic systems where able.)**

**Program- Level Page 2: Labor Market Need**

Program of Study (CIP Code): *(Prepopulated from page 1; #5)*

- If state-approved CIP, this page will be skipped.
- If not a state-approved CIP, will be a text box to justify regional or local need and a required upload for an advisory committee letter of support.



**Program- Level Page 3: Licensure**

7. Assurance of Qualified Instructors: Current guidance criteria will be provided based on teacher license, endorsements, industry credential, or other current licensure criteria.
8. Assigned State CTE Courses: *(prepopulate from ISCS State Course assignments for the selected CIP)*
9. Location each course is taught at: (check box options)
  - a. Home School
  - b. Other Secondary Serving School
  - c. Area Career Center
  - d. Regional Program
  - e. Online Course
  - f. Home School
  - g. Community College
  - h. Other Postsecondary
10. Is each course offered for credit transfer opportunity (e.g., dual credit, articulated credit, dual enrollment)? Yes/No option
11. If this course is offered at the home school, is this course offered to students from other schools inside your district? Yes/No option
  - a. If yes: fill in the blank for other in-district schools.
12. If this course is offered at the home school, is this course offered to students from other schools outside of your district? Yes/No option
  - a. If yes: fill in the blank for other out-of-district schools.

***(Will pull from existing ISBE electronic systems where able or the teacher assignment portion might become an assurance until the Teacher Out-of-Field system can be accessed/utilized.) – See example on the next page.***

ISBE Program of Study Approval and Program Quality Review: New Program

Example:

CIP: 01.0101 Agriculture Business Management for ABC South High School

| Assigned State CTE Course                                | Location Course is Taught                                                                                                                                                                                                                                                                                                                | Course Offered for Credit Transfer                                  | Home School Course Offered to Other In-District Schools                                                                                                | Home School Course Offered to Out-of-District Schools                                                                     |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 18003A001:<br>Basic Agriculture Science                  | Home School <input checked="" type="checkbox"/><br>Other Sec Serving School <input type="checkbox"/><br>Area Career Center <input type="checkbox"/><br>Regional Program <input type="checkbox"/><br>Online Course <input type="checkbox"/><br>Community College <input type="checkbox"/><br>Other Postsecondary <input type="checkbox"/> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>                                                                                    | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br>List Out-of-District School(s):<br>XYZ High School |
| 18203A002:<br>Agricultural Communications and Leadership | Home School <input checked="" type="checkbox"/><br>Other Sec Serving School <input type="checkbox"/><br>Area Career Center <input type="checkbox"/><br>Regional Program <input type="checkbox"/><br>Online Course <input type="checkbox"/><br>Community College <input type="checkbox"/><br>Other Postsecondary <input type="checkbox"/> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/><br>List In-District School(s):<br>ABC North High School<br>ABC Central High School | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>                                                       |
| 18201A001:<br>Agriculture Business Management            | Home School <input type="checkbox"/><br>Other Sec Serving School <input type="checkbox"/><br>Area Career Center <input checked="" type="checkbox"/><br>Regional Program <input type="checkbox"/><br>Online Course <input type="checkbox"/><br>Community College <input type="checkbox"/><br>Other Postsecondary <input type="checkbox"/> | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |                                                                                                                                                        |                                                                                                                           |

**Program- Level Page 4: Standards Alignment**

2. What standards are your Program of Study (CIP Code) aligned with? (Fill in the blank option)

**Program- Level Page 5: Postsecondary Alignment**

Program of Study (CIP Code): *(Prepopulated from page 1; #5)*

5. Upload Program of Study Model Matrix – \*\* This is the only upload that is required on this page.
6. If available, upload any articulation agreements.
7. If available, upload any Transitional Course(s) MOUs here.
8. If available, upload additional agreements here.

**Program- Level Page 6.1 – Program Quality Rubric: Standards-Aligned and Integrated Curriculum**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                                                                                                      |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                               | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                               |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Standards-Aligned and Integrated Curriculum</b>                                                                                                                                                                                                                            | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) The curriculum is based on state adopted, industry-validated technical standards and competencies.                                                                                                                                                                         |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) The curriculum incorporates state adopted employability skill standards that help students succeed in the workplace.                                                                                                                                                       |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| <p>d) The curriculum is approved annually to prepare students for both further education and in-demand and emerging careers.</p>                    |  |  |  |  |
| <p>e) The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.</p>                                  |  |  |  |  |
| <p>f) Assessments are aligned to program standards and curriculum and appropriate to students' current level of knowledge and skill attainment.</p> |  |  |  |  |
| <p>g) The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.</p>   |  |  |  |  |

**Program- Level Page 6.2 – Program Quality Rubric: Sequencing and Articulation**

| Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                       | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                       |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Sequencing and Articulation</b>                                                                                                                                                    | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) 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. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students’ depth of knowledge and skills.                           |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) The program of study allows for multiple entry and exit points that incorporate recognized postsecondary credentials.                                                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| d) Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.              |  |  |  |  |
| e) The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available. |  |  |  |  |



**Program- Level Page 6.3 – Program Quality Rubric: Effective CTE Staff**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                                                 |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                          | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                          |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Effective CTE Staff</b>                                                                                                                                                                                               | <b>0</b>                                                                     | <b>1</b>                                                                                                                                                                                                                                                                           | <b>2</b>                                                                                                                                                                                                                                                                                                                         | <b>3</b>                                                                                                                                                                                                                                                                                         |
| a) Teachers, faculty, specialized instructional support personnel and career guidance and academic counselors are actively recruited from populations that have been traditionally underrepresented in such professions. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) CTE educators have developed and filed a Professional Learning Plan that addresses content knowledge, pedagogy, and might include pursuit of advanced educator certification.                                         |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) CTE staff educators and administrators are involved in applicable professional educator and industry organizations.                                                                                                   |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| d) Counselors and other program staff participate annually in CTE related or orientated professional learning.        |  |  |  |  |
| e) CTE Educators participate in professional learning related to the core content area(s) incorporated in curriculum. |  |  |  |  |

**Program- Level Page 6.4 – Program Quality Rubric: Facilities**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                                                                           |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                    | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                    |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Facilities</b>                                                                                                                                                                                                                                  | <b>0</b>                                                                     | <b>1</b>                                                                                                                                                                                                                                                                           | <b>2</b>                                                                                                                                                                                                                                                                                                                         | <b>3</b>                                                                                                                                                                                                                                                                                         |
| a) Facilities 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, Americans with Disabilities Act and other accessibility requirements like 504 plans. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Facilities used in the program of study reflect current workplace, industry and/or occupational practices and requirements.                                                                                                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Facilities allow for program objectives to be met.                                                                                                                                                                                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| d) Facilities meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.                                                                                                                  |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| e) Students demonstrate safe and appropriate use and maintenance of facilities within the program of study.                |  |  |  |  |
| f) Processes are defined, and resources provided to regularly inspect, update and replace facilities.                      |  |  |  |  |
| g) The program of study maximizes student access to relevant facilities through partnerships and flexible delivery models. |  |  |  |  |

**Program- Level Page 6.5 – Program Quality Rubric: Equipment, Technology and Materials**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                             | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                             |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Equipment, Technology and Materials</b>                                                                                                                                                                                                                                  | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements like 504 plans. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.                                                                                                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Equipment, technology and materials support and align to curriculum standards and program objectives.                                                                                                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| <p>d) Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.</p> |  |  |  |  |
| <p>e) Students demonstrate safe and appropriate use and maintenance of equipment, technology and materials within the program of study.</p>                                   |  |  |  |  |
| <p>f) Processes are defined, and resources provided to regularly inspect, update and replace equipment, technology and materials.</p>                                         |  |  |  |  |
| <p>g) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.</p>                    |  |  |  |  |

**Program- Level Page 6.6 – Program Quality Rubric: Student Career Development (Essential Employability Skills)**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                           |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                    | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                    |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Student Career Development (Essential Employability Skills)</b>                                                                                                                                 | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the                                                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| <p>student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.</p>                                                                                                                                       |  |  |  |  |
| <p>d) Career development activities are aligned with relevant national, state and/or local standards.</p>                                                                                                                                                                                                     |  |  |  |  |
| <p>e) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO or team-based challenge participation and articulated credit.</p> |  |  |  |  |
| <p>f) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.</p>                                                                                                                                                    |  |  |  |  |
| <p>g) Career development professionals have access to professional learning and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.</p>                           |  |  |  |  |



**Program- Level Page 6.7: Career and Technical Student Organizations (CTSOs) or Team-Based Challenges**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                       | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                       |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Career and Technical Student Organizations (CTSOs) or Team-Based Challenges</b>                                                                                    | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Appropriate actions are taken to eliminate barriers to extended learning experiences for all students, including special populations.                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) The organization or challenge purpose is to serve CTE students and teachers in one or more of the 16 Career Cluster.                                               |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) The organization or challenge is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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| <p>d) Organization or challenge activities develop and reinforce relevant technical, academic and employability knowledge and skills.</p> |  |  |  |  |
| <p>e) The organization or challenge provides opportunities for students to interact with business professionals.</p>                      |  |  |  |  |
| <p>f) The organization or challenge provides opportunities for students to participate in relevant competitive events.</p>                |  |  |  |  |
| <p>g) The organization or challenge provides opportunities for students to participate in leadership development activities.</p>          |  |  |  |  |

**Program- Level Page 6.8 – Program Quality Rubric: Business and Community Partners**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                                                                                                                                               |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                        | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                        |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Business and Community Partners</b>                                                                                                                                                                                                                                                                                 | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) The program of study has a formalized, structured approach to coordinating partnerships, through an advisory committee that meets annually to review the programs of study quality rubric to guide discussion and decisions leading to continuous program improvement.                                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) The Advisory Committee ensures that the program of study meets current and future workforce demand and skill needs by: <ul style="list-style-type: none"> <li>• identifying, validating and reviewing curriculum</li> <li>• identifying appropriate assessments and recognized postsecondary credentials</li> </ul> |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <ul style="list-style-type: none"> <li>• evaluating facilities, equipment, technology and materials to ensure consistency with industry standards</li> <li>• evaluating the effectiveness of the program of study in preparing students for further education and careers.</li> </ul>                                                                                                                                                                                                |  |  |  |  |
| <p>c) Business and Committees support students' and teachers' extended learning by:</p> <ul style="list-style-type: none"> <li>• identifying, providing and evaluating work-based learning experiences for students</li> <li>• participating in CTSO or team-based challenge activities; for example, by serving as mentors and judges</li> <li>• offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills.</li> </ul> |  |  |  |  |

**Program- Level Page 6.9 – Program Quality Rubric: Work-Based Learning**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                 |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                          | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                          |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Work-Based Learning</b>                                                                                                                                                               | <b>0</b>                                                                     | <b>1</b>                                                                                                                                                                                                                                                                           | <b>2</b>                                                                                                                                                                                                                                                                                                                         | <b>3</b>                                                                                                                                                                                                                                                                                         |
| a) A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.                              |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Work-based learning experiences are aligned with relevant national, state and/or local standards.                                                                                     |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Work-based learning experiences are intentionally aligned with each student’s education and career goals.                                                                             |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| d) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

ISBE Program of Study Approval and Program Quality Review: New Program

|                                                                                                                                                                            |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).</p> |  |  |  |  |
| <p>e) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.</p>                 |  |  |  |  |
| <p>f) Work-based learning included sustained interaction with industry partners.</p>                                                                                       |  |  |  |  |
| <p>g) Work-based learning included real workplace learning experiences; in person or virtual.</p>                                                                          |  |  |  |  |

**Program- Level Page 6.10 – Program Quality Rubric: Data and Program Improvement**

| Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>                                                   |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                            | 4- Not at all achieved: No evidence of the criterion in the program of study | 5- Minimally achieved: Criterion is minimally implemented in the Program of Study                                                                                                                                                                                                  | 6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete                                                                                                                                                                                                                 | 7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study                                                                                                                                                                                           |
|                                                                                                                                                                                                            |                                                                              | <ul style="list-style-type: none"> <li>• implementation is just beginning</li> <li>• implementation is evident infrequently</li> <li>• implementation is evident in a small portion of the program of study</li> <li>• access is limited to a small segment of students</li> </ul> | <ul style="list-style-type: none"> <li>• only part of the criterion is evident</li> <li>• implementation is evident part of the time, but not on a sustained and regular basis</li> <li>• implementation is evident in portions of the program of study</li> <li>• access is available to most, but not all, students</li> </ul> | <ul style="list-style-type: none"> <li>• all parts of the criterion are evident</li> <li>• implementation is evident on a regular and sustained basis</li> <li>• implementation is evident across all portions of the program of study</li> <li>• access is available to all students</li> </ul> |
| <b>Data and Program Improvement</b>                                                                                                                                                                        | 0                                                                            | 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                |
| a) Purposes for data collection in supporting student success is communicated to all stakeholders including: administration, counselors, teachers, support staff, parents, students and community members. |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| b) Program of study quality rubric is presented to the local Board of Education annually and is used to guide discussion and decisions leading up to continuous program improvement.                       |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| c) Data collected on program concentrators following exit of high school at 1 and 5 years and report information to advisory committee annually.                                                           |                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |

ISBE Program of Study Approval and Program Quality Review: New Program

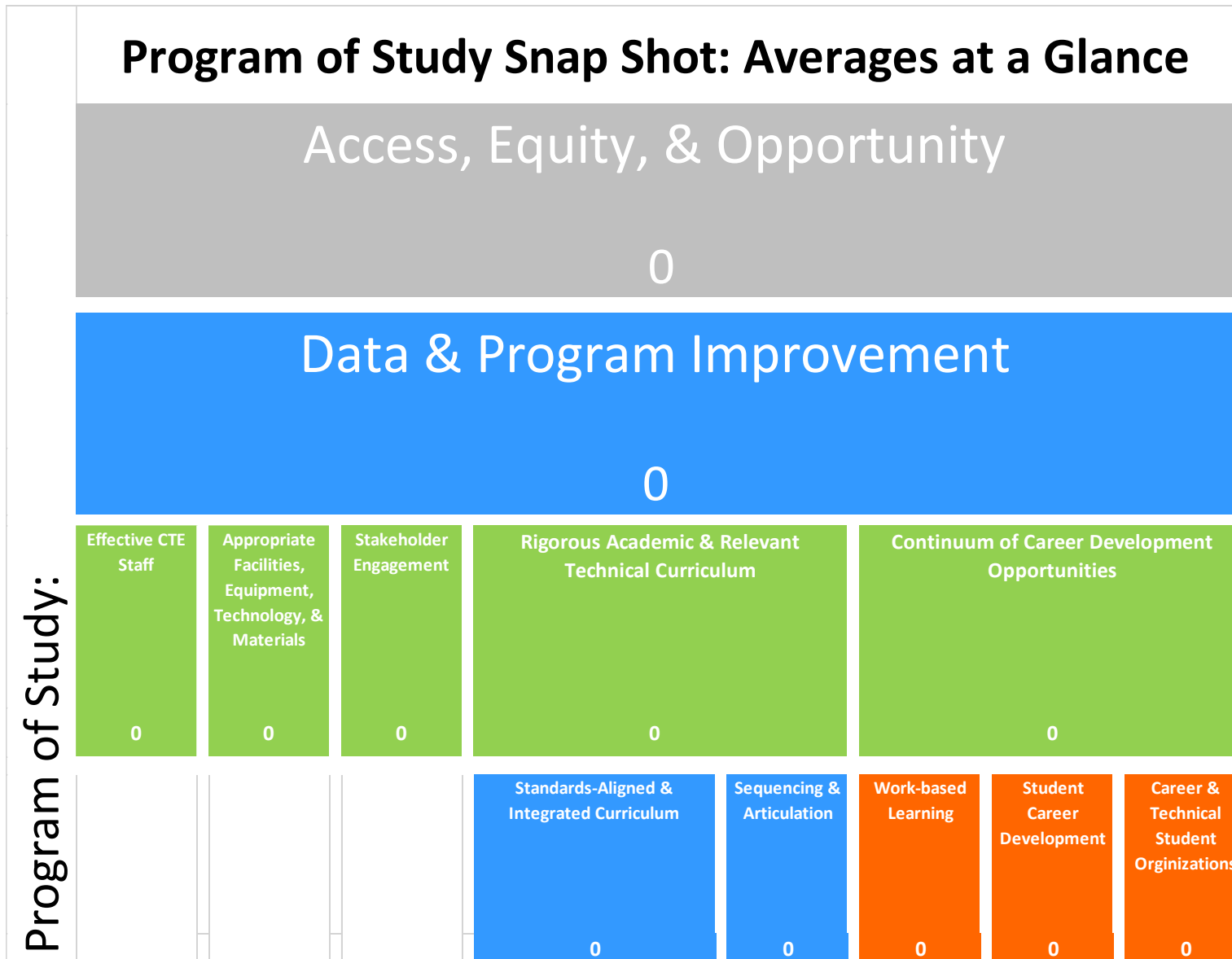
|                                                                                                                                                |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| d) Data is collected from students and employers on work-based learning experiences.                                                           |  |  |  |  |
| e) Data is collected on student achievement of: industry credential/certification, apprenticeships and postsecondary degrees.                  |  |  |  |  |
| f) Academic assessment performance in core content areas for students in program is compiled for use in guiding program improvement decisions. |  |  |  |  |



**Program- Level Page 7: Program Quality Rubric Summary (Average of each rubric section)**

| <b>Rubric Title</b>                                                 | <b>Pull From</b>                                                                                                                                                | <b>Score</b>          |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Access, Equity and Opportunity                                      | Letter a) from all sections                                                                                                                                     | Average               |
| Data and Program Improvement                                        | Data and Program Improvement: letters b-f                                                                                                                       | Average               |
| Effective CTE Staff                                                 | Effective CTE Staff: letters b-e                                                                                                                                | Average               |
| Appropriate Facilities, Equipment, Technology and Materials         | Facilities: letters b-g<br>Equipment, Technology and Materials: letters b-g                                                                                     | Average both sections |
| Stakeholder Engagement                                              | Business and Community Partners: letters b-c                                                                                                                    | Average               |
| Rigorous Academic and Relevant Technical Curriculum                 | Standards-Aligned and Integrated Curriculum: letters b-g<br>Sequencing and Articulation: letters b-e                                                            | Average both sections |
| Continuum of Career Development Opportunities                       | Work-Based Learning: letters b-g<br>Student Career Development: letters b-g<br>Career and Technical Student Organizations or Team-Based Challenges: letters b-g | Average all sections  |
| Standards Aligned and Integrated Curriculum                         | Standards-Aligned and Integrated Curriculum: letters b-g                                                                                                        | Average               |
| Sequencing and Articulation                                         | Sequencing and Articulation: letters b-e                                                                                                                        | Average               |
| Work Based Learning                                                 | Work Based Learning letters: b-g                                                                                                                                | Average               |
| Student Career Development                                          | Student Career Development: letters b-g                                                                                                                         | Average               |
| Career and Technical Student Organizations or Team-Based Challenges | Career and Technical Student Organizations or Team-Based Challenges: letters b-g                                                                                | Average               |

Example:



**Program- Level Page 8: Program Quality Rubric Summary (Average of each rubric section)**

2. If any sections average is less than 2, an improvement plan will be required for those sections:  
**\*\*Need to create Template / Form for this section**



# **ILLINOIS COMMUNITY COLLEGE BOARD**

## **PROGRAM APPROVAL MANUAL**

September 2019

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Form 20: Application for *Permanent* Approval Career & Technical Education Curriculum ..... 15

Form 20T: Application for Temporary Approval Career & Technical Education Curriculum ..... 26

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**NOTES:** \*/\*\*These course forms are no longer accepted in paper format.

\* These requests are submitted via CurricuNet.The information requested in these forms is reflected in the CurricuNet submission.

\*\*These requests can be submitted via spreadsheet format as described earlier.

For a file of fillable forms, separate from this Manual, contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## Introduction

The *Illinois Public Community College Act* requires that all new curricula offered by Illinois' community colleges be approved by the Illinois Community College Board (ICCB). ICCB is also responsible for the appropriate classification of all new courses, changes to existing courses and changes to existing curricula, as well as approval of program-related services offered by the colleges. The purpose of the *Program Approval Manual* is to assist community college staff in following ICCB procedures that govern offering these programs, courses, and related services.

### Definitions of Common Terms

Terms used in this manual are defined below.

**Associate Degrees, Certificates, and Courses:** Administrative Rules Section 1501.301 includes broad definitions for all baccalaureate/transfer degrees, AAS degrees and Certificates, and courses. Section 1501.302 includes definitions for degree credit hour ranges and general education credit hour requirements.

**Baccalaureate/Transfer:** Refers to programs, such as the Associate in Arts (A.A.) or Sciences (A.S.), which provide individuals with two years of education in a prescribed general curriculum that will offer the opportunity for transfer into a baccalaureate program at a four-year college or university. Courses are credit-bearing for students and may transfer as program requirements or electives.

**Career and Technical Education (CTE):** Refers to programs and courses in an applied field of study that prepare individuals for employment. Courses are credit bearing for the student and may, but are not required to, transfer to a four-year college or university.

**Classification of Instructional Programs (CIP):** CIP codes have been developed by the U.S. Department of Education (USDOE) National Center for Education Statistics (NCES) to help states identify the content of a wide range of academic and career and technical instructional programs offered at the secondary and postsecondary levels. Every approved credit program (e.g., A.A.S. degree or Career Certificate) offered by a community college has a six-digit CIP code assigned to it (i.e., 48.0508 Welding Technology). Programs are assigned CIP codes by community college staff and are approved by ICCB staff. These codes help:

- categorize instructional offerings consistently statewide
- track student enrollments and completions at the program level
- connect secondary offerings with postsecondary offerings

**Cooperative Agreements:** Cooperative agreements between community colleges and other higher education institutions outside of the community college's district are subject to ICCB approval (see ICCB Rule 1501.307). This applies to new units of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency for which an existing arrangement *does not* already exist.

**CAREER Agreement:** The *Comprehensive Agreement Regarding the Expansion of Educational Resources*, commonly referred to as the **CAREER** Agreement allows students to attend programs in neighboring districts if the home district does not offer the desired program. Currently, all 39 community college districts and all 48 community colleges participate in the CAREER Agreement.

**Funding Category:** Groupings of courses based on instructional intent, and identified by the PCS Code, which are reimbursed by credit hour according to a defined rate. There are six ICCB Funding Categories. The funding category is determined based on the PCS/CIP code combination. See the ICCB Funding Category Table in the Course Section of this Manual for more information.

**Generic Course List:** The composite listing/database of all categories of courses offered by community colleges in Illinois. Each generic course is assigned a unique PCS/CIP number (Generic Course Code) which determines the funding category for an institution's specific course.

**Illinois Articulation Initiative (IAI):** To facilitate transfer from one participating college or university to another in order to complete a baccalaureate degree.

**ICCB Course Master File:** The computerized listing of courses classified for each college. The college's credit hour claim is processed against the Course Master File.

**ICCB Curriculum Master File:** The computerized listing of curricula approved by the ICCB for offering at each community college in Illinois, designated by **college-selected** prefix and number. Student data are submitted by curriculum prefix and number and matched to the Curriculum Master File.

**iTransfer.org:** A web site developed through IAI that provides information on transferring from one postsecondary institution to another within the State of Illinois. <http://itransfer.org/>

**PCS:** Program Classification System (PCS) is a two-digit number used for identifying both instructional programs and other functions of the college. For example, PCS 1.1 refers to Baccalaureate/Transfer programming and courses, PCS 1.2 refers to CTE, PCS 1.4 refers to Developmental or Remedial Education, PCS 1.6 refers to Vocational Skills, PCS 1.7 and PCS 1.8 refer to Adult Education, and PCS refers to 1.9 ESL.

**Syllabus:** A document prepared and maintained for each course offered by the college that contains specific written objectives, description of the course, a topical outline, and method of student evaluation.

**Unit Cost:** The amount of money spent, both directly and indirectly, by the college to generate a single credit hour. This can be obtained from the annual ICCB *Unit Cost Report*.

**Unit of Instruction:** A curriculum program consisting of a sequence of courses which, when successfully completed, earns the student an associate degree or a certificate.

**Vocational Skills:** Courses that prepare individuals for entry-level short-term employment, or provide an upgrade to existing employment skills. Vocational skills courses are not credit-bearing for the student but are classified for credit hour reimbursement funding.

## ICCB Administrative Rules Related to Programs and Courses

Individuals who are responsible for the development, implementation and/or review of instructional programs should be familiar with the following sections of the [Administrative Rules of the Illinois Community College Board](#)

**Section 1501.301      Definition of Terms**

**Section 1501.302      Units of Instruction, Research, and Public Service**

- a) Approval of New Units of Instruction
- c) Withdrawal
- d) Reasonable and Moderate Extensions
- f) Inactivation
- g) Reactivation
- h) Discontinuation of Programs

**Section 1501.303      Program Requirements**

- b) Degrees and Certificates
- d) Review and Evaluation of Programs
- e) Academic Calendar
- f) Preparation of Professional Staff
- g) Library
- h) Supplies and Equipment
- i) General Education
- j) Apprenticeships

**Section 1501.304      Statewide and Regional Planning**

**Section 1501.307      Cooperative Agreements and Contracts**

- a) A new unit of instruction offered through cooperative agreement is subject to approval by the ICCB
- b) Agreements with Secondary Schools
- c) In-District Cooperative Agreements for Instruction
- d) Interdistrict Cooperative Agreements for Instruction
- e) Out-of-District Cooperative Agreements for Instruction
- f) Changes, revisions, or additions to previously approved cooperative agreements
- g) Extension of Curricula/Credit Courses into another Community College District
- h) Extension of Curricula/Credit Courses Out of State

**Section 1501.309 Course Classification and Applicability**

- a) Course Classification
- b) Course Credit Hour Determination
- c) Course Syllabus
- d) Course Applicability to Approved Units of Instruction
- e) Special Upper-Division Courses
- f) Independent Study
- g) Internships
- h) Courses Approved as Repeatable

**Section 1501.402 Admission of Students**

- a) Students Whose Connection with a Secondary School is Severed
- b) Students Currently Enrolled in a Secondary School Program
- c) Admission of Students in Programs for Special Groups

**Section 1501.505 Student Tuition****Section 1501.507 Credit Hour Claims**

- b) Course Requirements for ICCB funding
- d) Exceptions to ICCB funding eligibility

## Other Resources

Several resources are useful in the development, implementation, and review of instructional programs. These include:

[\*Administrative Rules of the Illinois Community College Board\*](#), published by the ICCB

[\*Classification of Instruction Programs\*](#) published by the U.S. Department of Education-National Center for Education Statistics and updated once every 10 years. Categories of program descriptions used nationwide for consistent classification of curricula.

[\*Data and Characteristics of the Illinois Public Community College System\*](#), published by the ICCB.

[Reports & Publications of the ICCB Research & Policy Studies Division.](#)

[Generic Course List Look up](#): database of broad course categories maintained by the ICCB and updated to parallel the CIP list as needed.

[Illinois Public Community College Act.](#)

[\*Illinois Community College System Performance Reports\*](#), published by the ICCB annually. There are a variety of reports on system-wide data available.

*Management Information System Manual*, published by the ICCB. Contact Jay Brooks of the ICCB Research & Policy Studies Staff at (618) 942-7460 for this manual.

[\*ICCB Program Review Manual 2017-2021\*](#), published by the ICCB.

[\*Recognition Manual for the Illinois Public Community College Districts, Fiscal Years 2016-2020\*](#), published by the ICCB.

[\*Unit Cost Report for the Public Community Colleges of Illinois\*](#), published by the ICCB each January for the preceding fiscal year.

## SECTION I – CURRICULA

Various Illinois agencies and organizations impact the ICCB policies and procedures noted in this manual and, likewise, impact community college programs. Two of these agencies play a primary role in approval of community college instructional programs.

- **The Illinois Board of Higher Education (IBHE)** – The Illinois Board of Higher Education, the state's coordinating agency for higher education, is responsible for approving new colleges, college branches and permanent new units of instruction, research, and public service for all Illinois public universities and community colleges; for developing a statewide master plan for higher education; and for recommending to the Governor and the General Assembly the annual state budget requests for higher education. The ICCB coordinates program approval for degrees with the IBHE.
- **The Illinois State Board of Education (ISBE)** – The Illinois State Board of Education is the administrative entity for the federal Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V). ISBE and ICCB work in collaboration to administer Perkins V to the secondary and postsecondary education systems. Specifically, ISBE and ICCB collaboratively approve CTE Programs of Study, which are required by the Act to receive funding.

Other state agencies play a complementary role for community colleges developing instructional programs.

- **The Illinois Department of Finance & Professional Regulation (IDFPR)** – The Illinois Department of Finance & Professional Regulation is responsible for maintaining standards of competence by license holders in order to protect the public. Numerous professional and occupational groups and licenses are regulated by IDFPR. Instructional programs in these fields offered by community colleges should meet corresponding IDFPR licensing standards.
- **The Illinois Department of Employment Security (IDES)** – The Illinois Department of Employment Security provides detailed long- and short-term occupational and industry employment projections, entry- and experienced-level wage data, career information, and skills information for the State of Illinois. Much of this information is available at the statewide level or at various regional or local levels (such as for community college districts). The ICCB encourages community colleges to use this information in planning, developing, and reviewing career and technical programs.
- **The Illinois Department of Commerce and Economic Opportunity (IDCEO)** – The Illinois Department of Commerce and Economic Opportunity encourages statewide economic development by cultivating industry-based, high skill, high need programming that will foster a well-trained workforce. Through the Office of Employment and Training, youth, adults and dislocated workers who are eligible for training assistance under Title I of the Workforce Innovation and Opportunity Act (WIOA) are identified and recommended for educational programs. The agency also works closely with community college business and industry centers to establish strong community-employer connections.



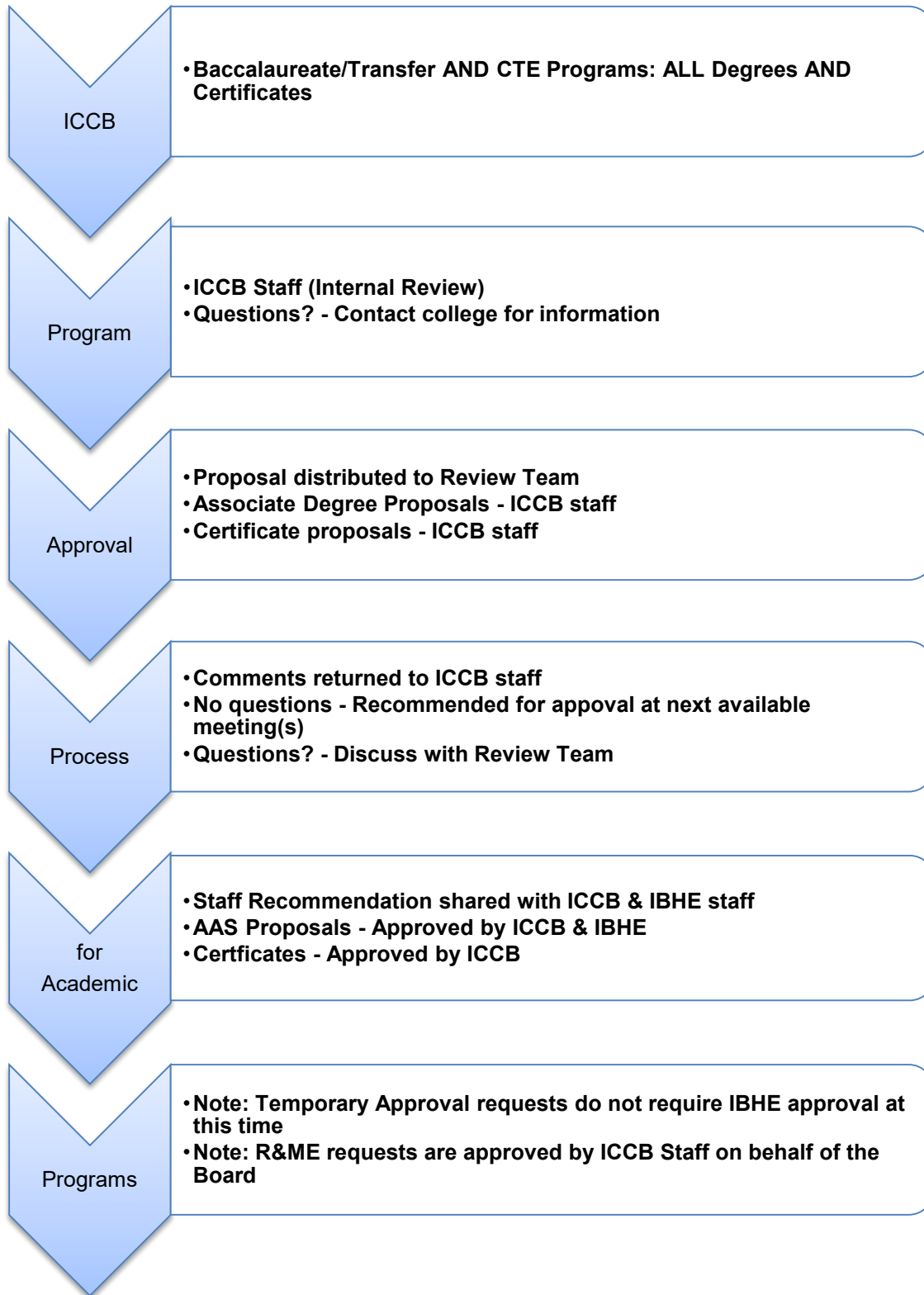
### Quick Reference: Approval Application Guide

The ICCB is responsible for approving all curricula to be offered by the colleges. This includes baccalaureate/transfer programs such as the Associate in Arts or Associate in Science degrees, as well as career and technical education programs such as the Associate in Applied Science degrees and Career and Technical Education (CTE) Certificates. Each of these programs requires a specific application be submitted to ICCB staff for review and a recommendation made to the ICCB for final approval.

The following chart briefly describes various program types and the appropriate application form for each. More detailed information/instructions regarding the application process for each program is provided later in this section.

| CURRICULUM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | APPLICATION FORM                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <p><b>AA/AS Degrees:</b> The Associate in Arts (AA) and Associate in Science (AS), and Associate in Arts &amp; Science (AA&amp;S) degrees are prescribed curricula intended to transfer to baccalaureate degree programs. The AA focuses on the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base. The AS focuses on baccalaureate degree programs in one of the mathematical, biological, or physical science fields or one of the professional fields with these disciplines as a base. The AA&amp;S is a combination of elements from the AA and AS degrees.</p> | <p>N/A: AA/AS degrees are already approved at every Illinois public community college</p> |
| <p><b>AFA Degree:</b> The Associate in Fine Arts (AFA) degree focuses on a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, art education, music, or music education. A Reasonable and Moderate Extension may be applied for if the initial (parent) program includes less than four options.</p>                                                                                                                                                                                                                                                                              | <p>Form 20B<br/>Form 21FA</p>                                                             |
| <p><b>AES Degree:</b> The Associate in Engineering Science (AES) degree focuses on a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Form 20B</p>                                                                           |
| <p><b>AGS Degree:</b> The Associate in General Studies (AGS) degree focuses on a prescribed curriculum individually designed by a college-appointed advisor to meet a student's educational objectives that cannot be met by other degrees offered by the college.</p>                                                                                                                                                                                                                                                                                                                                                                  | <p>Form 20B</p>                                                                           |
| <p><b>GECC Credential:</b> The General Education Core Curriculum (GECC) Credential may be awarded to a student upon completion of 37-41 credit hours across five academic disciplines which satisfy the General Education Core Curriculum of the Illinois Articulation Initiative (IAI).</p>                                                                                                                                                                                                                                                                                                                                            | <p>Form 21GECC</p>                                                                        |
| <p><b>AAS Degrees and CTE Certificates:</b> Associate in Applied Science (AAS) degrees and career and technical education certificates prepare individuals for employment or advancement in various occupational specialties.</p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Form 20, 20T<br/>Form 21, 21S</p>                                                      |

### Quick Reference: Approval Process



## Chapter 1: Baccalaureate/Transfer Degree Approval

### Associate in Fine Arts (AFA), Associate in Engineering Science (AES), or Associate in General Studies (AGS)

#### Instructions

Community Colleges are required to submit requests to offer new degree programs to the ICCB for review and approval. **The curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) emailed to ICCB staff.**

#### **Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Application Timeline.** Applications may be submitted any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB and IBHE. The Board considers new program requests at each meeting.

**Application.** To apply for approval of an AFA, an AES, or an AGS, submit Form 20B, along with appropriate attachments, including the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". The program should be consistent with the program models developed by the Illinois Articulation Initiative state articulation panels and the program model contained in this section. If a major also provides additional information with an associated specialized degree, that information is available on the iTransfer.org website: <http://itransfer.org/courses/majors/> and [select the appropriate major](#). **Note:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

#### Notes:

**For AFA only:** If the original application for an AFA is for fewer than four options, a college may pursue adding one or more options at a later date by submitting a completed "Reasonable and Moderate Extension Request for an Associate in Fine Arts (AFA) Degree" Form 21FA.

**For AGS only:** The Associate in General Studies degree (sometimes called the Associate in Liberal Studies) is a degree that is customized to meet the unique needs of students with objectives that are different than those of the transfer degrees or the occupational degrees. This degree is designed with a college counselor to meet a student's objectives such as obtaining a two-year liberal education, obtaining a degree to meet employment needs not possible through other programs and enhancing opportunities for individuals who have completed a certificate program. While the degree is very flexible, the college must have appropriate structures and procedures in place to

ensure that the degree meets the objectives for which it is designed and ensure that the appropriate courses are selected to complete the degree.

**For AFA and AES Only—Program Assessment:** The following information must be included within the application:

1. How is this program unique? (Program goals and student learning outcomes can be listed to differentiate this program from other programs offered by the college.)
2. How will students be assessed prior to graduation? (Briefly state the multiple qualitative and quantitative measures that will be used.)
3. What means of feedback will the college use in order to determine program quality and success of graduates? (Input from various stakeholders, program review outcomes, student follow-up results, etc.)
4. How will students and program assessment lead to *Continuous Quality Improvement (CQI)* of the college? (How will assessment ultimately improve the curriculum, instruction, and student learning?)

**For More Information:** Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification:** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20B cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) .

Form 20B

**Illinois Community College Board**  
**APPLICATION FOR ASSOCIATE IN FINE ARTS, ENGINEERING SCIENCE, OR GENERAL STUDIES**  
 (submit two copies)

|                                   |                      |                                |  |
|-----------------------------------|----------------------|--------------------------------|--|
| <b>COLLEGE NAME</b>               |                      | <b>5-DIGIT COLLEGE NO.</b>     |  |
| <b>TITLE OF PROPOSED NEW UNIT</b> |                      |                                |  |
| <b>DEGREE TYPE :</b>              | <b>PCS/CIP CODE:</b> | <b>NUMBER OF CREDIT HOURS:</b> |  |

Please attach the following items in duplicate:

1. **Admissions:** An admissions statement as it will appear in the college catalog showing that state standards for admissions to all transfer programs (PA 86-0954) are being met.
  - a. **AFA:** Advise students that most senior institutions require a portfolio review.
  - b. **AES:** Include information concerning the rigor of the curriculum and the recommendation that students have an additional math course beyond the standard three units earned in high school.
  - c. **AGS:** Include admissions requirements of the degree.
2. **Students Served:** A description of the type of students to be served.
3. **Catalog Description:** Include a complete catalog description of the program.
4. **Feasibility: define the degree purpose target population, and overall need.**
5. **Curriculum:**
  - a. **AFA and AES:** 1) List the proposed degree requirements, including general education and courses in the major. 2) If the degree will be awarded in both music and art, describe the requirements separately. 3) If the degree will be awarded for engineering, list specialties that will be offered (chemical engineering, computer & electrical engineering, etc.) and courses pertinent to each.
  - b. **AGS:** Please indicate how the curriculum will be structured to ensure that it is designed to meet the student's needs that cannot be met by other degrees offered by the college, such as the need for a two-year transferable degree, the need for an associate degree to enhance employment opportunities in areas for which a general associate degree is more desirable than a specific occupational program, and the need for a general associate degree to enhance opportunities for individuals who have completed a specific certificate program. Describe the proposed degree requirements, including general education, occupational and transfer courses, and total credit hours.
6. **Courses:** New courses or modifications to existing courses must be submitted through CurricUNET once all appropriate ICCB/IBHE approvals have been granted.
  - a. **AFA and AES:** 1) Provide syllabi for all major courses. 2) Provide evidence of articulation for all courses included in degree per [ICCB Administrative Rules](#).
  - b. **AGS:** Describe the policies for acceptance of credit in transfer and awarding of credit for noncredit or non-collegiate activity.
7. **Credit Hour Justification:** Include a justification for a degree which exceeds 60 credit hours.
8. **Faculty: For AFA and AES programs only,** 1) Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, professional experience, and licenses held. 2) Indicate how faculty are evaluated.
9. **Cost/Facilities/Equipment:**, 1) Describe the facilities (laboratories, equipment, and software), number and adequacy of studios and major equipment/instruments, and relevant library holdings available to support the proposed program. 2) Indicate what additional resources will be required to offer the degree.3.) Provide a three year budget breakdown of overall costs.
10. **Form 22** completed in duplicate for each option.

|                              |      |
|------------------------------|------|
| <b>VERIFICATION</b>          |      |
| <b>SIGNED</b>                |      |
| College Official Responsible | DATE |

|                            |                     |
|----------------------------|---------------------|
| ICCB USE ONLY: Reviewed by | ON                  |
| ICCB Approval Date:        | IBHE Approval Date: |

***Please note: Signature Box must remain on front page of Application Form.***

Form 21FA

**Illinois Community College Board**  
**Reasonable and Moderate Extension Request for an AFA Degree**

Submit one hard copy

|                                                          |  |                                |  |
|----------------------------------------------------------|--|--------------------------------|--|
| <b>COLLEGE NAME:</b>                                     |  | <b>5-DIGIT COLLEGE NUMBER:</b> |  |
| <b>CONTACT PERSON:</b>                                   |  | <b>PHONE:</b>                  |  |
| <b>EMAIL:</b>                                            |  | <b>FAX:</b>                    |  |
| <b>PROPOSED REASONABLE AND MODERATE EXTENSION TITLE:</b> |  |                                |  |
| <b>CREDIT HOURS:</b>                                     |  |                                |  |
| <b>EXISTING /PARENT PROGRAM TITLE:</b>                   |  |                                |  |
| <b>PREFIX:</b>                                           |  | <b>NUMBER:</b>                 |  |

**PLEASE ATTACH THE FOLLOWING ITEMS:**

- 1. Admissions:** Provide verification that admissions requirements meet state standards for admissions to all transfer programs (PA 860954). List information as it will appear in the college catalog.
- 2. Curriculum:** Provide the proposed catalog description of the program. List the proposed degree requirements, including general education and courses in the major. Include rationale for requested Extension/option under the existing program.
- 3. Facilities/Equipment:** Describe the number and adequacy of studios and major equipment/instruments (Including computer hardware and software) available to support the proposed program. Indicate what additional resources will be required to offer the degree.
- 4. Faculty:** Provide the number of full- and part-time faculty members who will teach courses in the major, describing their qualifications (including highest degree earned), teaching experience, and how faculty are evaluated.
- 5. Courses:** Provide three copies of evidence of articulation for all major courses per ICCB rules. Provide course syllabi/documentation for all NEW courses.
- 6. Information for the ICCB Master Files:** Completed Form 22 (in duplicate) for the proposed new curriculum. Course addition and/or modification requests should be submitted via CurricUNET once the proposed extension receives approval.

| VERIFICATION                                                         |                                                         |             |
|----------------------------------------------------------------------|---------------------------------------------------------|-------------|
| <b>Date of Board of Trustees Approval for Programs listed above:</b> |                                                         |             |
| <b>SIGNED</b>                                                        |                                                         |             |
|                                                                      | <i>Required- Chief Administrative Officer Signature</i> | <i>Date</i> |

|                       |  |       |
|-----------------------|--|-------|
| <b>ICCB USE ONLY:</b> |  |       |
| REVIEWED BY:          |  | Date: |
| APPROVED BY:          |  | Date: |

***Please note: ICCB Use only Box must remain on front page of Application Form.***

## Reasonable and Moderate Extension Request (Form 21FA) Instructions

A Reasonable and Moderate Extension of the Associate in Fine Arts (AFA) degree to create another option may be applied for if the initial (parent) program includes less than four options. Those options include:

- AFA Music Performance option CIP: 50.0901
- AFA Music Education option CIP: 13.1312
- AFA Art/Studio Art option CIP: 50.0701
- AFA Art Education option CIP: 13.1302
- AFA Theater option CIP: 50.0505

**Application Timeline.** Applications may be submitted at any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB Staff on behalf of the Board.

**Application.** Complete the Form 21FA as indicated. The existing/parent program is the Associate in Fine Arts degrees that was originally submitted when the college initially obtained approval of this degree. (List only one option.) Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff.**

**Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 21FA cover page, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## General Education Core Curriculum (GECC) Credential

The General Education Core Curriculum (GECC) Credential is an award provided by a community college for completion of the 37-41 credit hours which satisfy the GECC of the Illinois Articulation Initiative (IAI). The GECC Credential may be submitted for approval using the Form 21GECC as a Reasonable and Moderate Extension to the Associate in Arts degree. The Credential provides community colleges with a pathway to acknowledge the milestone of completion for students who are in transfer programs. The credential is defined in Administrative Rule 23 Ill Adm Code 1501.301 and ICCB Administrative Rules Section 1501.309d2).

**Application Timeline.** Applications may be submitted at any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB Staff on behalf of the Board.

**Application.** Complete the Form 21GECC as indicated. The existing/parent program is the Associate in Arts degree. The PCS/CIP, Parent Program Title, and Degree Type have been provided. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff.**

**Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 21GECC cover page, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) .



Form 21GECC

**Illinois Community College Board**  
**Application for Reasonable and Moderate Extension**

Submit one hard copy

|                                                                                                              |                        |                                |  |
|--------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------|--|
| <b>COLLEGE NAME:</b>                                                                                         |                        | <b>5-DIGIT COLLEGE NUMBER:</b> |  |
| <b>CONTACT PERSON:</b>                                                                                       |                        | <b>PHONE:</b>                  |  |
| <b>EMAIL:</b>                                                                                                |                        | <b>FAX:</b>                    |  |
| <b>PROPOSED REASONABLE AND MODERATE EXTENSION TITLE:</b> General Education Core Curriculum (GECC) Credential |                        |                                |  |
| <b>CREDIT HOURS:</b>                                                                                         | <b>Degree Type:</b> 53 | <b>PCS/CIP:</b> 1.1/24.0101    |  |
| <b>EXISTING PARENT PROGRAM TITLE:</b> Associate in Arts degree                                               |                        |                                |  |
| <b>Parent PREFIX:</b>                                                                                        | <b>Parent NUMBER:</b>  |                                |  |

Please **attach** the following items:

- Admissions:** Describe admissions requirements of the program, demonstrating that state standards for admission to all transfer programs (PA 86-0954) are being met.
- Catalog Description:** Provide a description of the program as it will appear in the college catalog. Description must include a statement indicating clearly to students this credential represents completion of the General Education Core Curriculum (GECC) as a part of a transferrable degree and is not a workforce certificate nor industry-recognized credential.
- Curriculum:** In accordance with Section 1501.301 and 309 of the ICCB System Rules, a General Education Core Curriculum (GECC) credential may be awarded to a student upon completion of 37-41 credit hours across five academic disciplines which satisfy the General Education Core Curriculum of the Illinois Articulation Initiative (IAI). Indicate the specific courses/credit hours in each academic discipline required. Provide a description of how the college will verify curricular requirements are being met and students have completed all necessary GECC requirements.
- Courses:** Complete the attached Course Documentation Table, providing information on the courses which will fulfill the requirements to be awarded the GECC credential.
- Information for the ICCB Curriculum Master File:** Provide a completed, signed and dated Form 22 (in duplicate) with this application.

| VERIFICATION  |                                                                                                        |
|---------------|--------------------------------------------------------------------------------------------------------|
| <b>SIGNED</b> |                                                                                                        |
|               | <i>Required-</i> Chief Administrative Officer Signature <span style="float: right;"><i>Date</i></span> |

|                       |       |
|-----------------------|-------|
| <b>ICCB USE ONLY:</b> |       |
| REVIEWED BY:          | Date: |
| APPROVED BY:          | Date: |

Please note: Signature Box must remain on front page of Application Form.

**Form 21GECC Course Documentation Table**

**Community College:**

*Please provide information for each course which meets the requirements for fulfilling the General Education Core Curriculum.*

**GECC  
Courses**

| Course<br>Prefix | Course Number | Course Title | Credit Hours | IAI Code |
|------------------|---------------|--------------|--------------|----------|
|------------------|---------------|--------------|--------------|----------|

Communications

Humanities & Fine Arts

Mathematics

Physical & Life Sciences

Social & Behavioral Sciences

**NOTE:** This table is for reference purposes only. Contact ICCB Academic Affairs staff for a copy of the table/spreadsheet in MS Excel format.

## Chapter 2: Career and Technical Education Program Approval

Career and Technical Education (CTE), according to the Illinois Community College Board Administrative Rules, can be described as a prescribed sequence of courses, a curriculum, which prepares students for employment in a specific field. CTE offers students the opportunity to earn a college-credit level credential, update a skill set, and/or continue their education to the baccalaureate level. Community Colleges in Illinois offer hundreds of educational programs in career and technical fields. Developing these programs according to ICCB Rules and Policies, outlined in this section, ensure the highest program quality and best educational opportunities for our students.

### Review and Approval of Career and Technical Education (CTE) Curriculum

All new CTE curricula must be approved by the Illinois Community College Board. Associate in Applied Science (A.A.S.) degree programs require approval by the Illinois Board of Higher Education as well. Appropriate staff will review the application and inform the college whether the proposed program will be recommended for approval or if further information is needed before a recommendation can be made (see flow chart).

### Application Review Process

Complete the appropriate CTE Approval Application and submit two (2) copies to ICCB – one hard copy and one electronic copy. The electronic copy, in MS Word format, can be emailed to the appropriate Academic Affairs Staff. See Instructions. The review process used for *new unit* requests varies according to the type of curriculum proposed and the category of approval requested. The following describes:

- the CTE program categories of approval that may be requested; and
- descriptions of the review process utilized for each type of CTE curriculum

### Career & Technical Education Curriculum Approval Categories

There are three categories of CTE curriculum approval: Permanent, Temporary, and Reasonable & Moderate Extensions. The categories of approval utilize different application forms and criteria. CTE curriculum approval may be requested as follows:

1. **Permanent Approval** may be requested for any A.A.S. degree or Certificate by submitting a Form 20.
2. **Temporary Approval** may be requested for any A.A.S. degree or Certificate that meets the following criteria by submitting a Form 20T:
  - addresses emerging occupations, or
  - meets immediate and temporary needs in the community.
3. **Reasonable & Moderate Extension (R&ME) Approval** is a permanent approval and may be requested for any A.A.S. or Certificate that is an option or subset of an existing, permanently approved curriculum. R&ME programs cannot be developed from a Parent program will Temporary Approval. More detailed guidelines regarding application criteria for an R&ME are provided later in this section.

## **Review Processes**

**Associate in Applied Science Degree (A.A.S.):** An application for a new A.A.S. degree is reviewed by a team of ICCB staff. Information is shared with IBHE staff. The college may be asked to provide the review team with additional information. The review team develops a consensus recommendation that is presented to the ICCB for permanent and temporary approval, and to the IBHE if/when permanent approval is requested.

**Certificates:** An application for a new Certificate is reviewed by staff from ICCB. The college may be requested to provide additional information. Staff will develop a recommendation to be presented to the ICCB for approval. If the proposed certificate is less than 30 semester credit hours, the Executive Director of ICCB may approve the Certificate on behalf of the Board.

**Reasonable & Moderate Extensions (A.A.S. degrees or Certificates):** An application for an R&ME is reviewed by staff from ICCB. The college may be requested to provide additional information. Staff acceptance of the R&ME will be made once all materials are complete and requests for clarification/ additional information have been satisfied. R&ME requests *do not* require ICCB board action.

## **CTE Approval Applications**

Applications for approval should be submitted to ICCB staff as follows: one hard (paper) copy mailed to ICCB Academic Affairs Staff, and one electronic copy (MS Word format) emailed to ICCB Academic Affairs Staff. See Instructions. Applications can be found in CHAPTER 2: CAREER AND TECHNICAL EDUCATION. Questions regarding the completion of the application(s) can be directed to ICCB Academic Affairs staff.

## **Application Time Lines**

To provide maximum flexibility to colleges in program development and implementation, applications for CTE curriculum approval may be submitted for consideration at any time and may be recommended for action at any ICCB meeting during the year. A.A.S. degree programs for which permanent approval is requested require ICCB and IBHE approval. All Certificate programs and A.A.S. degree programs for which temporary approval is requested require ICCB approval only.

For applications that are complete and require little or no revisions or clarifications, the time required for ICCB staff to review the proposal, seek comment from staff at IBHE, and make a recommendation for Board action should range from six weeks for requests for temporary approval to eight weeks for requests for permanent approval. Recommendations are not final until the ICCB or its designees (and IBHE, if applicable) have acted upon them.

For Associate in Applied Science degree programs that require approval by both ICCB and IBHE, recommendations must be taken to the ICCB first, followed by a recommendation to the IBHE.

**Note:** While staff will make every effort to process applications according to these time estimates, keep in mind that if additional information and/or discussion are needed during the review **OR** if Board agenda timelines prohibit our recommendations to a given meeting, the proposed program

may not be recommended to the Board for action within this time frame. It is advisable to submit applications as far in advance of the proposed implementation date as feasible. Staff will make every attempt to respond to the program request within 30 to 45 days.

In general, the ICCB cannot guarantee board approval for any programs by the fall semester for applications submitted after March 31<sup>st</sup> of each year. The ICCB cannot guarantee board approval for programs by the spring semester for applications submitted after October 31<sup>th</sup> of each year. *This timeline varies according to the ICCB/IBHE meeting schedule and internal agenda deadlines and meeting these deadlines does not guarantee Board approval for your intended implementation semester.*

Board Meeting dates can be found on the ICCB and IBHE websites as follows:

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

**IBHE** <https://www.ibhe.org/calendar.html>

Form 20

Illinois Community College Board

Application for Permanent Approval Career & Technical Education Curriculum

**Submit one hard copy & one electronic copy**

|                 |  |                         |  |
|-----------------|--|-------------------------|--|
| COLLEGE NAME:   |  | 5-DIGIT COLLEGE NUMBER: |  |
| CONTACT PERSON: |  | PHONE:                  |  |
| EMAIL:          |  | FAX:                    |  |

**CURRICULUM INFORMATION**

|                    |  |               |  |           |  |
|--------------------|--|---------------|--|-----------|--|
| AAS TITLE:         |  | CREDIT HOURS: |  | CIP CODE: |  |
| AAS TITLE:         |  | CREDIT HOURS: |  | CIP CODE: |  |
| CERTIFICATE TITLE: |  | CREDIT HOURS: |  | CIP CODE: |  |
| CERTIFICATE TITLE: |  | CREDIT HOURS: |  | CIP CODE: |  |

|                               |          |  |          |  |           |  |
|-------------------------------|----------|--|----------|--|-----------|--|
| PROPOSED CLASSIFICATION:      | District |  | Regional |  | Statewide |  |
| PROPOSED IMPLEMENTATION DATE: |          |  |          |  |           |  |

|                      |                                                           |
|----------------------|-----------------------------------------------------------|
| SUBMISSION INCLUDES: |                                                           |
|                      | Part A: Feasibility, Curriculum Quality and Cost Analysis |
|                      | Part B: Supportive Documentation and Data                 |

|                                                                          |              |  |
|--------------------------------------------------------------------------|--------------|--|
| <i>This curriculum was approved by the college Board of Trustees on:</i> | <i>Date:</i> |  |
| State approval is hereby requested:                                      |              |  |
| <i>Required- Chief Administrative Officer</i>                            | <i>Date</i>  |  |
| Signature                                                                |              |  |

|                             |      |              |              |
|-----------------------------|------|--------------|--------------|
| <b>ICCB USE ONLY:</b>       |      |              |              |
| ICCB APPROVAL DATE:         | AAS: | <29 ch Cert: | 30+ ch Cert: |
| IBHE APPROVAL DATE for AAS: |      |              |              |

***Please note: ICCB Use only Box must remain on front page of Application Form.***

## Application for Permanent Approval: Career & Technical Education Curriculum Instructions

Community Colleges are required to submit requests to offer new degrees and certificate programs to the ICCB for review and approval. **The curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff.**

**Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Application.** Complete the Form 20 as indicated. Include the Form 22 “Curriculum Addition/Withdrawal/Change to the Curriculum Master File.” **NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

**Notes for Approval of Related AAS Degree and Certificate Curricula.** When applying for approval of closely related AAS degree and Certificate programs, the college should submit a **single** application that reflects all programs. (For example, a Hospitality Management AAS and a related Hospitality Certificate would use a single application.) In the application, ensure that information is tailored as needed to each curriculum, as the rationale and supporting information may vary for each program.

**Application Timeline.** Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB, and potentially the IBHE. The Board considers new program requests at each meeting.

**For More Information:** Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20 cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards, if necessary. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## Occupational Curriculum Approval Application

### PART A: Feasibility, Curriculum Quality and Cost Analysis

#### Feasibility

1. **Labor Market Need.** Verify that the program is feasible from a labor market standpoint and demonstrate convincing evidence of labor market need.
  - a. **Program purpose.** Briefly describe the employment goal for completers of the program. (i.e., "...to provide entry-level employment training or support the pursuance of advancement opportunities.") If more than one program is included in the application, delineate the purpose for each program.
  - b. **Target population.** Describe the target audience for the proposed program. Indicate whether this program is intended for individuals seeking entry-level employment, for advancement or cross-training opportunities for existing employees, or for those looking to increase their skill set through specialized education and training.
  - c. **Related occupations.** Describe the types of jobs for which the program(s) will train graduates (i.e. specific occupational titles and/or multiple jobs within a Career Cluster/Pathway(s) and specify cluster). See [CTE Career Clusters](#) or [Illinois Programs of Study](#) for more information on Career Clusters and Programs of Study in Illinois. Complete the **Occupational Chart** (Part B).
  - d. **Supply-Demand Information.** Append in Part B labor market information from current sources (i.e., the Illinois Department of Employment Security) which represent projected demand/job openings versus existing supply/completers in related programs in *your district and/or neighboring districts as appropriate*. For comparison purposes you may want to include statewide data and/or regional data. Regional proposals should include data reflective of all districts to be served. Complete the **Enrollment Chart** (Part B).
  - e. **Alternate Documentation.** If labor market data is not applicable (such as with some new and emerging occupations), or not available (such as for your district) provide alternate documentation of program need. This might include survey data, local classified /online advertisements for related occupations, or job outlook information from reputable sources. Append to Part B of this application. See ICCB's "Labor Market Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval" for more information. [Appendix B - Labor Market Need Analysis: Ten Easy Steps to Conduct a Basic Analysis for Program Approval](#).
  - f. **Planning and Collaboration.** Describe how the proposed curriculum fits into the colleges overall plans and goals to meet career and technical education/workforce preparation needs within the district/region.
    - i. **Educational & Workforce Partnerships.** Address how the program meets priority needs, and describe steps taken to plan and deliver the curriculum in collaboration with others, such as the Program Advisory Committee, Secondary institutions, Baccalaureate Institutions, Local Workforce Boards, Labor Councils and other appropriate partners.



- ii. **Employer Partners.** List all employer partners and their locations (city/state). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Additionally, employer partners may be engaged in the work-based learning component of the program and where successful students may obtain available employment.
        - iii. **Employer Input.** Append employer advisory committee meeting minutes and other pertinent documents to reflect the private sector input obtained in the development of the proposed curriculum.
      - g. **Related Offerings:** Describe what similar programs are being offered by your institution and other training providers within your district. Include information on neighboring districts or border state providers as appropriate.
      - h. **Regional Programs:** If the college is seeking "regional" designation for the proposed program, define the "region" to be served, describe how the college will ensure the region is adequately served by the program, (i.e. via distance learning, online education or campus branches) and include separate letters from each of the colleges within the defined region indicating their support for the proposed program at your college.
2. **Need Summary.** Provide a brief summary of your findings which support the need to develop and offer the proposed program(s) within your district. Include any additional information not already reported that illustrates demand for the program(s).

### Curriculum Quality

1. **Curriculum Information.** All CTE programs must be comprehensive and aligned with rigorous standards, and they must prepare learners for opportunities in high-skill and in-demand fields. Demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational and employment goals.
  - a. **Curriculum:** Provide a catalog description and curriculum layout for the program. If submitting a degree and certificate together, include a description and curriculum for each.
    - i. **Catalog description.** Provide a description of the program(s) as it will appear in the college's catalog.
    - ii. **Curriculum.** Complete a Curriculum Chart (Part B) for each program.
  - b. **Educational alignment:** Describe how the proposed program(s) illustrate a Program of Study. See ICCB's Programs of Study website for more information: [Illinois Programs of Study](#).
    - i. **Academic/Curricular Alignment.** Describe the alignment of content between secondary and postsecondary coursework and curricula. Include opportunities for dual credit or articulated credit in both academic and career/technical areas between high school and community college. How will the college ensure a smooth transition for students entering the

- program, whether from high school, adult education, or other workforce training pipelines?
- ii. **Rationale.** If a program is over 60 credit hours (for AAS degrees) or over 30 credit hours (for CTE Certificates), provide a rationale as to why the program exceeds those credit hours. This may include supportive documentation from curricular design, licensure/accrediting bodies, workforce partners, etc.
  - iii. **Relationship to existing curricula at the college:** Indicate how this program(s) may provide educational laddering opportunities between short- and long-term certificates and degree curricula.
  - iv. **Articulation.** Specify how the program is structured or articulated to provide educational opportunities for students beyond community college (i.e. baccalaureate capstone programs). If applicable, include information on the specific programs and baccalaureate institutions with which the college has been working towards articulation.
  - v. **Academic & Technical Skill Requirements.** Describe how the college ensures that the proposed curricula will provide needed education and skills for the occupation and will meet program objectives by addressing the following:
    - 1) **Academic Entry Skills:** Describe the reading, writing, math and/or science knowledge/skill requirements for students to enter and be successful in the proposed program. How will the college ensure appropriate remediation for students (e.g. through Academic Support Services or CTE/DevEd Bridge Instruction).
    - 2) **General Education:** Describe how the general education requirements support the technical skill requirements of the CTE program. Do each of the courses in Math, Communication, Science, etc. support the level of technical skill required to complete the program and obtain employment?
    - 3) **Technical Skills:** Describe what industry skill standards have been set for related occupations and what professional credentialing (licensure, certification, registration, etc...) is required or optional to students, when and through what agency/entity? Is it optional or required (i.e., is licensure or certification required or optional for job entry? What steps has the college completed to ensure that students will learn the skills required to obtain the necessary licensure or certification?
    - 4) **Employability Skills:** Describe how employability skills (the transferable skills needed by an individual to make them employable) are incorporated into the content of the program. Include any specific employability skills identified by employers and/or program developers.
  - vi. **Career Development.** Describe how career information, resume building and employment search activities are incorporated into the curriculum.

- vii. **Course Syllabi.** Append in Part B the appropriate ICCB course syllabi/documentation for new courses or any existing courses that are being modified significantly for the proposed curricula. Course addition and/or modification requests should be submitted via CurricUNET once the proposed program receives approval.
  - c. **Work-Based Learning.** Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships. See the Career Pathway Dictionary for the full continuum of work-based learning and employer engagement strategies, including specific definitions. Describe how work-based learning will be incorporated into the curricula. Append to Part B a list of work-based learning sites to be used for internship, career exploration, job shadowing, clinical practicum, or apprenticeship coursework.
  - d. **Accreditation for Programs.** Describe what external approval or accreditation is required and/or optional for this program, when and through what agency/entity it is available. (i.e., is program approval/accreditation by a regulatory agency or industry-related entity required prior to enrolling students or graduates earning their licensure/certification? What steps has the college completed to obtain that approval/accreditation?)
  - e. **Assessment of Student Learning:** Describe how the college plans to ensure students will meet the objectives for this program through evaluation of knowledge and skills at both the course and program-level.
    - i. **Student Learning Objectives.** Describe or list the broad program-level learning objectives/ outcomes that each student is expected to have mastered upon completion of each program related to:
      - 1) the general education component of the curriculum, and
      - 2) the career and technical education component of the curriculum.
    - ii. **Assessment of Student Learning Objectives.** Describe the overall course-level assessment method(s) to be used, and the end-of-program assessment method(s) the college will use to ensure that students demonstrate these learning objectives just prior to program completion. (i.e., assessment through portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).
  - f. **Continuous Quality Improvement.**
    - i. Describe how the college will utilize continuous quality improvement to ensure the curricula remains rigorous and relevant.
    - ii. Describe how the college will use Assessment of Student Learning information/data to improve the curricula.
- 2. **Unique or noteworthy features of the program.** Describe how the proposed program(s)

stands apart from other programs similar in nature. Include Information on instructional delivery method(s). (i.e., classroom only, online only, hybrid, distance learning).

3. **Faculty Requirements.** Describe the number of other faculty, existing and new, that will be required to implement and support the program.
  - a. **Faculty Qualifications.** Complete the Faculty Qualifications Chart (Part B).
  - b. **Faculty Needs.** Complete the Faculty Needs Chart (Part B)
4. **Academic Control.** Describe how the college will maintain academic control over the program, including student admissions, faculty, and program content and quality.
  - a. **Internal Oversight.** Indicate what department and staff at the institution are responsible for maintaining the academic integrity of the program.
  - b. **Contractual/Cooperative Agreements.** Append to Part B

### Cost Analysis

Verify the college has the fiscal resources in place or budgeted to support the program in a cost-effective manner. Document the financial feasibility of the proposed program.

1. **Source of Funds.** Specify the source of funds the college will use to support the proposed program and note what portion of funds will come from reallocation of existing resources as compared to new resources. Indicate how this program(s) will share resources (i.e., faculty, facilities, etc.) with existing programs. Include grant resources and amounts (i.e., Postsecondary Perkins, \$5,000 for program development; or USDOL Grant, \$10,000 for equipment).

**NOTE for Perkins funded CTE programs:** In order for CTE programs to be supported, in whole or part, by federal Perkins funding, they must meet or be working towards fulfilling the federal and state requirements of a Program of Study. Applicants should include a statement as to whether they have completed (or are in progress to complete) the Perkins Programs of Study process for relevant programs. **See the policy notice Appendix C: Using Perkins funding to Support New and Existing CTE Programs attached to this Manual for more information.**

2. **Equipment.** If necessary, append to Part B.
3. **Facilities.** Verify the college has adequate facilities (i.e. classroom or laboratory space) to implement and support the program. Include plans for utilizing facilities through partners (i.e. local businesses, labor councils, community organizations, etc...) to deliver the program accordingly. Also describe any new costs associated with renovation or development of facilities.
4. **Finance.** Complete the Finance Chart (Part B).

**OCCUPATIONAL CURRICULUM APPROVAL APPLICATION  
PART B: Supportive Documentation and Data**

This part of the application is designed to document the program-to-occupational demand connection, the college’s projected enrollment, proposed curricular structure, faculty requirements, and fiscal support.

**OCCUPATIONAL DEMAND**

**1. a) Labor Market Data.** *Append* any occupational or industry projections data that supports the need for the proposed program(s).

|                                                                                                                                                           |                           |                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------|
| <b>1. b) Occupational Chart.</b> List occupational titles related to the proposed program(s) and corresponding employment projections and completer data. |                           |                                                                                                        |
| Soc Job Codes & Titles *<br>Other Job titles if alternate date also submitted                                                                             | Annual District Openings* | Employment Projections:<br>Annual Program Completers **<br>(indicate from which surrounding districts) |
|                                                                                                                                                           |                           |                                                                                                        |
|                                                                                                                                                           |                           |                                                                                                        |
|                                                                                                                                                           |                           |                                                                                                        |
|                                                                                                                                                           |                           |                                                                                                        |

\* SOC (Standard Occupational Classification) Job titles/codes & AAJO (Average Annual Job Openings) by Community College district can be found through the IDES [Illinois Dept. of Employment Security website](http://www.ides.state.il.us/).

\*\* Program completer data can be used from the most current ICCB Data and Characteristics Report or completer data provided by the college.

|                                                                                                                                                                                                                                                                   |                   |                    |                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|-------------------|
| <b>1. c) Enrollment Chart.</b> Provide an estimate of enrollments and completions over the first three years of the program. Include separate figures for each program (i.e. separate estimates for each degree and/or certificate included in this application). |                   |                    |                   |
|                                                                                                                                                                                                                                                                   | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
| Full-Time Enrollments:                                                                                                                                                                                                                                            |                   |                    |                   |
| Part-Time Enrollments:                                                                                                                                                                                                                                            |                   |                    |                   |
| Completions:                                                                                                                                                                                                                                                      |                   |                    |                   |

NOTE: Provide a separate Enrollment Chart for EACH program if submitting multiple programs in one application.

**CURRICULUM STRUCTURE.**

**2. a) Curriculum Chart.** List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk"\*"courses with pre-requisites; *Italicize* transferrable courses. **BOLD** new courses.

| <b>Program Title:</b>                                                          |                        |                     |                     |                      |                  |
|--------------------------------------------------------------------------------|------------------------|---------------------|---------------------|----------------------|------------------|
|                                                                                | <b>Course Prefix/#</b> | <b>Course Title</b> | <b>Credit Hours</b> | <b>Lecture Hours</b> | <b>Lab Hours</b> |
| General Education Courses<br><i>(required coursework).</i><br>Specify Courses. |                        |                     |                     |                      |                  |
| <b>Total</b>                                                                   |                        |                     |                     |                      |                  |
| Career and Technical Education (CTE) Courses<br><i>(required coursework)</i>   |                        |                     |                     |                      |                  |
| <b>Total</b>                                                                   |                        |                     |                     |                      |                  |
| Work-Based Learning Courses<br>(internship, practicum, apprenticeship, etc.)   |                        |                     |                     |                      |                  |
| <b>Total</b>                                                                   |                        |                     |                     |                      |                  |
| CTE Electives                                                                  |                        |                     |                     |                      |                  |
| <b>Total</b>                                                                   |                        |                     |                     |                      |                  |
| <b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>                              |                        |                     |                     |                      |                  |

NOTE: Provide a separate Curriculum Chart for EACH program if submitting multiple programs in one application.

**2. b) Curriculum Sequence.** Provide a copy of the term-by-term sequence of courses required to complete the program as it will appear in the college’s catalog.

**2. c) Contractual/Cooperative Agreements.** Append to Part B a copy of the contractual or cooperative agreement if another entity is involved in the delivery of the program. This includes any partnership agreement with another college, university, the regional consortia, an apprenticeship or labor organization, a private institution, business, or other outside entity.

**FACULTY REQUIREMENTS**

**3. a) Faculty Qualifications.** Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Cosmetology Instructor Certification to teach Cosmetology).

| Degree | Field | Credential | Years of Related Occupational Experience | Years of Teaching Experience |
|--------|-------|------------|------------------------------------------|------------------------------|
|        |       |            |                                          |                              |
|        |       |            |                                          |                              |

**3. b) Faculty Needs.** Cite the number of faculty, including new and existing faculty that the program will need for each of the first three years noting if they will serve as full-time faculty or part-time.

|                       | First Year |           | Second Year |           | Third Year |           |
|-----------------------|------------|-----------|-------------|-----------|------------|-----------|
|                       | Full-Time  | Part-time | Full-Time   | Part-time | Full-Time  | Part-time |
| # of New Faculty      |            |           |             |           |            |           |
| # of Existing Faculty |            |           |             |           |            |           |

**FISCAL SUPPORT**

**4. a) Equipment.** If necessary, append to Part B a list of new (new to the institution or program) equipment to be purchased, shared, or leased to implement the curriculum. Include donations of equipment.

| <b>4. b) Finance Chart.</b> Identify projected new direct costs to establish the program over the next three years. |                   |                    |                   |
|---------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|-------------------|
|                                                                                                                     | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
| Faculty Costs                                                                                                       | \$                |                    |                   |
| Administrator Costs                                                                                                 |                   |                    |                   |
| Other Personnel<br>costs (specify positions)                                                                        |                   |                    |                   |
| Equipment Costs<br>(append list)                                                                                    |                   |                    |                   |
| Library/LRC Costs                                                                                                   |                   |                    |                   |
| Facility Costs*                                                                                                     |                   |                    |                   |
| Other (specify)                                                                                                     |                   |                    |                   |
| <b>TOTAL NEW COSTS</b>                                                                                              | \$                | \$                 | \$                |

\*Capital projects that use state funds require prior ICCB approval. Contact ICCB Fiscal Staff with questions.



**Illinois Community College Board**

**Form 20T: Application for Temporary Approval Career & Technical Education Curriculum**

**Submit One Hard Copy & One Electronic Copy**

|                        |  |                                |  |
|------------------------|--|--------------------------------|--|
| <b>College Name:</b>   |  | <b>5-Digit College Number:</b> |  |
| <b>Contact Person:</b> |  | <b>Phone:</b>                  |  |
| <b>Email:</b>          |  | <b>Fax:</b>                    |  |

**Curriculum Information**

|                           |  |                      |  |                  |  |
|---------------------------|--|----------------------|--|------------------|--|
| <b>AAS Title:</b>         |  | <b>Credit Hours:</b> |  | <b>CIP Code:</b> |  |
| <b>AAS Title:</b>         |  | <b>Credit Hours:</b> |  | <b>CIP Code:</b> |  |
| <b>Certificate Title:</b> |  | <b>Credit Hours:</b> |  | <b>CIP Code:</b> |  |
| <b>Certificate Title:</b> |  | <b>Credit Hours:</b> |  | <b>CIP Code:</b> |  |

|                                          |          |  |          |  |           |  |
|------------------------------------------|----------|--|----------|--|-----------|--|
| <b>Proposed Classification:</b>          | District |  | Regional |  | Statewide |  |
| <b>Proposed Implementation Date:</b>     |          |  |          |  |           |  |
| <b>Temporary Approval Requested For:</b> | 1 Year:  |  | 2 Years: |  | 3 Years:  |  |

|                                                                          |              |  |
|--------------------------------------------------------------------------|--------------|--|
| <b>Verification</b>                                                      |              |  |
| <b>This Curriculum Was Approved By The College Board Of Trustees On:</b> | <b>Date:</b> |  |

|                                                |                                                          |             |
|------------------------------------------------|----------------------------------------------------------|-------------|
| <b>Temporary Approval is Hereby Requested:</b> |                                                          |             |
|                                                | <b>Required - Chief Administrative Officer Signature</b> | <b>Date</b> |

|                                                 |             |                        |                     |
|-------------------------------------------------|-------------|------------------------|---------------------|
| <b>ICCB USE ONLY</b>                            |             |                        |                     |
| <b>ICCB Temporary Approval Date:</b>            | <b>AAS:</b> | <b>&lt;29 Ch Cert:</b> | <b>30+ Ch Cert:</b> |
| <b>Permanent Approval Must Be Requested By:</b> |             |                        |                     |

**Please Note: ICCB Use Only box must remain on front page of Application form.**

## **Application for Temporary Approval Career & Technical Education Curriculum**

### **Instructions**

Community Colleges are required to submit requests to offer new degrees and certificate programs to the ICCB for review and approval. The *temporary curriculum approval application* includes submission of following:

*Narrative on Rationale, Curriculum Quality and Program Expectations.* This application is designed to:

1. demonstrate the college has an immediate need for an educational program in this field,
2. demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational goals, and
3. verify the college has developed realistic outcomes for the program.

**Application.** Complete the Form 20T as indicated. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

**Notes for Approval of Related AAS Degree and Certificate Curricula.** When applying for approval of closely related AAS degree and Certificate programs, the college should submit a single application that reflects all programs. (For example, a Hospitality Management AAS and a related Hospitality Certificate would use a single application.) In the application, ensure that information is tailored as needed to each curriculum, as the rationale and supporting information may vary for each program.

**Application Timeline.** Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB. The Board considers new program requests at each meeting.

**The curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff.**

### **Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**For More Information:** Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20T cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval date. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) .

## Application for Temporary Approval: Career & Technical Education Curriculum

1. **Rationale.** Demonstrate the college has an immediate need for an educational program in this field.
  - a. **Program Purpose:** Briefly describe the employment goal for completers of the program (i.e., “...to provide entry-level employment training or support the pursuance of advancement opportunities”). If more than one program is included in the application, delineate the purpose for each program.
  - b. **Target Population:** Describe the target audience for the proposed program. Indicate whether this program is intended for individuals seeking entry-level employment, for advancement or cross-training opportunities for existing employees, or for those looking to increase their skill set through specialized education and training.
  - c. **Related Occupations.** Describe the types of jobs for which the program(s) will train graduates (i.e. specific occupational titles and/or multiple jobs within a Career Cluster(s)). See the [Career Clusters](#) or the [Illinois Programs of Study](#) links for more information on Career Clusters and Programs of Study in Illinois.
  - d. **Reason(s) the college is requesting temporary approval** for this program and the objectives of the program during the period of temporary approval. (i.e., to meet the urgent training need of a specific employer(s), or to monitor the need for this level of skill training over several years)
2. **Curriculum Quality.** Demonstrate the college has developed quality curricula that aligns with federal, state and local requirements, is responsive to local workforce needs, and will prepare graduates with the appropriate level of skill to meet their educational goals.
  - a. **Curriculum:** Provide a catalog description and curriculum layout for the program. If submitting a degree and certificate together, include a description and curriculum for each.
    - i. **Catalog Description.** Provide a description of the program(s) as it will appear in the college’s catalog.
    - ii. **Curriculum.** Complete a Curriculum Chart (Part B) for each program.
  - b. **Educational Alignment:** Describe how the proposed program(s) illustrate a Program of Study. See ICCB’s [Illinois Programs of Study](#) website for more information.
    - i. **Academic/Curricular Alignment.** Describe the alignment of content between secondary and postsecondary coursework and curricula. Include opportunities for dual credit or articulated credit in both academic and career/technical areas between high school and community college. How will the college ensure a smooth transition for students entering the program, whether from high school, adult education, or other workforce training pipelines?
    - ii. **Relationship to existing curricula at the college:** Indicate how this program(s) may provide educational laddering opportunities between short-

and long-term certificates and degree curricula.

- iii. **Articulation.** Specify how the program is structured or articulated to provide educational opportunities for students beyond community college (i.e. baccalaureate capstone programs) for students. If applicable, include information on the specific programs and baccalaureate institutions with which the college has been working towards articulation.
- iv. **Rationale.** If a program is over 60 credit hours (for AAS degrees) or over 30 credit hours (for CTE Certificates), provide a rationale as to why the program exceeds those credit hours.
- v. **Academic & Technical Skill Requirements.** Describe how the college ensures that the proposed curriculum will provide needed education and skills for the occupation and will meet program objectives by addressing the following:
  - 1) **Academic Entry Skills:** Describe the reading, writing, math and/or science knowledge/skill requirements for students to enter and be successful in the proposed program. How will the college ensure appropriate developmental remediation for students (e.g. through Academic Support Services or CTE/DevEd Bridge instruction.)
  - 2) **Technical Skills:** Describe what industry skill standards have been set for related occupations and what professional credentialing (licensure, certification, registration, etc...) is required or optional to students, when and through what agency/entity? Is it optional or required (i.e., is licensure or certification required or optional for job entry? What steps has the college completed to ensure that students will learn the skills required to obtain the necessary licensure or certification?)
  - 3) **Employability Skills:** Describe how employability skills (the transferable skills needed by an individual to make them employable) are incorporated into the content of the program. Include any specific employability skills identified by employers and/or program developers.
- vi. **Course Syllabi.** Describe how the program includes academic and CTE content in a coordinated and non-duplicative progression of knowledge and skills. Append in Part B the course syllabi/documentation for new courses or any existing courses that are being modified significantly for the proposed curriculum. Course addition and/or modification requests should be submitted via CurricUNET once the proposed program receives approval.
- c. **Work-Based Learning.** Describe how work-based learning will be incorporated into the curriculum. Append a list of work-based learning sites to be used for internship, career exploration, job shadowing, clinical practicum, or apprenticeship coursework.
- d. **Planning and Collaboration.** Describe how the proposed curriculum fits into the colleges overall plans and goals to meet career and technical education/workforce



educational, business and community partners that participate in the improvement process.

- i. **Unique or noteworthy features of the program.** Describe how the proposed program(s) stands apart from other programs similar in nature.
3. **Program Expectations.** Verify the college has developed realistic outcomes for the program.
  - a. **Benchmarks:** List benchmarks, including enrollment, completions, job placement/promotions, and any other measures the college deems appropriate, that can be used in evaluating whether the program is achieving the stated objectives at the end of the period of temporary approval. The college will be asked to provide actual figures towards which benchmark data will be compared before permanent approval will be considered. This comparison will be used along with other information to determine if the program should receive permanent approval.
  - b. **Alternatives for Students:** State the alternatives that the college will provide for students who enroll in the proposed program to ensure that they will be able to attain their educational goals in the event that permanent approval is not received.

**Curriculum Structure**

**2. a) Curriculum Chart.** List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk "\*" courses with pre-requisites; *Italicize* transferrable courses.  
**BOLD** new courses.

|                                                                                 |                        |                     |                     |                      |                  |
|---------------------------------------------------------------------------------|------------------------|---------------------|---------------------|----------------------|------------------|
| <b>Program Title:</b>                                                           |                        |                     |                     |                      |                  |
|                                                                                 | <b>Course Prefix/#</b> | <b>Course Title</b> | <b>Credit Hours</b> | <b>Lecture Hours</b> | <b>Lab Hours</b> |
| General Education Courses<br><i>(required coursework)</i> .<br>Specify courses. |                        |                     |                     |                      |                  |
| <b>Total</b>                                                                    |                        |                     |                     |                      |                  |
| Career and Technical Education Courses<br><i>(required coursework)</i>          |                        |                     |                     |                      |                  |
| <b>Total</b>                                                                    |                        |                     |                     |                      |                  |
| Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)       |                        |                     |                     |                      |                  |
| <b>Total</b>                                                                    |                        |                     |                     |                      |                  |
| CTE Electives                                                                   |                        |                     |                     |                      |                  |
| <b>Total</b>                                                                    |                        |                     |                     |                      |                  |
| <b>Total Credit Hours Required for Completion</b>                               |                        |                     |                     |                      |                  |

**Note:** Provide a separate Curriculum Chart for EACH program if submitting multiple programs in one application.



### **Guidelines for Permanent Approval or Discontinuation of Programs with Temporary Approval**

- A. Permanent program approval for programs with temporary approval will be considered, due no later than September 1<sup>st</sup> during the year temporary approval expires. Colleges may, however submit their request for permanent approval at any time. At such time, the college will be asked to indicate whether it will 1) seek permanent approval for the program, or 2) discontinue the program. **NOTE:** Please do not submit the Form 20P with your college's Program Review Submission. Instructions on submission are described below.
- B. If permanent approval is sought, the college will be asked to provide a completed Form 20P(add). ICCB staff will review the application and make a recommendation to both the ICCB and, when appropriate, the IBHE for permanent approval.
- C. If permanent approval is not recommended for a program, ICCB staff will work with college staff to 1) provide a plan for improvement and timeline for a follow-up permanent approval request or 2) direct the college to implement the alternatives for students that were included in the request for temporary approval and to close the program as soon as those alternatives will allow.
- D. If the college does not wish to seek permanent approval for the program, it will be asked to provide a completed Form 20P(discontinue) including a rationale for the decision and specific information about the alternatives available to students currently enrolled in the program.

**Application:** Complete the Form 20P (add) or Form 20P (discontinue) as indicated. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". NOTE: Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

**Application Submission:** The permanent approval application (Form 20P add) should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff. Only the electronic copy (MS Word or PDF format is acceptable) is necessary for the Form 20P (discontinue).

**Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#) . Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20P (Add) cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards. Approval documentation for the Form 20P (Discontinue) will include a copy of the dated Form 20P, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) .

**Illinois Community College Board**  
**Form 20P (add): Request for Permanent Approval for a CTE Program with Temporary Approval**

**Submit one hard copy & one electronic copy**

|                                       |  |                           |  |
|---------------------------------------|--|---------------------------|--|
| <b>College Name:</b>                  |  | <b>5-Digit College #:</b> |  |
| <b>Contact Person:</b>                |  | <b>Phone:</b>             |  |
| <b>Email:</b>                         |  | <b>Fax:</b>               |  |
| <b>Program Title:</b>                 |  |                           |  |
| <b>Curriculum Prefix &amp; Number</b> |  |                           |  |

**Please Attach the Following Items:**

1. **Program Objectives:** Provide a catalog description for the program. Also, identify the original program objectives and describe how the program objectives are being met.
2. **Benchmarks:** Provide the following data for the program to date: enrollments, completions, job placement rate and other benchmarks if applicable. The actual data should be related to projections included in the application for temporary approval and, in cases where there are wide discrepancies between actual and projected data, an explanation should be included. Complete the Benchmark Data Chart.
3. **Curriculum:** Provide a copy of the curriculum sequence and indicate any changes that have been made during the period of temporary approval and why. Include a rationale for credit hours over 60ch (for degrees) and over 30ch (for certificates). Complete the Curriculum Chart.
4. **Faculty:** Describe the faculty required to support the program, and required faculty qualifications. Complete the Faculty Needs and Qualifications Charts.
5. **Finance:** Describe new costs associated with the implementation and operation of the program during the temporary period. Complete the Finance Chart with existing figures.
6. **Program Strengths/Weaknesses:** Describe the strengths and/or weaknesses of the program that were identified as a result of your review of the period of temporary approval.
7. **Recommendations:** Describe recommendations for program improvement that were identified as a result of your review of the period of temporary approval.
8. **Information for Curriculum Master File:** Completed Form 22 (in duplicate) for the proposed new permanent curriculum.

| Verification                                 |                                                                  |
|----------------------------------------------|------------------------------------------------------------------|
| <b>Permanent ICCB approval is requested:</b> |                                                                  |
|                                              | <i>Required - Chief Administrative Officer Signature    Date</i> |

|                                           |  |
|-------------------------------------------|--|
| <b>ICCB USE ONLY:</b>                     |  |
| <b>ICCB Approval Date:</b>                |  |
| <b>IBHE Approval Date for (AAS only):</b> |  |

**Please note: Signature Box must remain on front page of Application Form.**

**BENCHMARK DATA**

| <b>2. Benchmark Data Chart.</b> Provide an estimate of enrollments, completions and placements over the temporary period. |            |        |             |        |            |        |
|---------------------------------------------------------------------------------------------------------------------------|------------|--------|-------------|--------|------------|--------|
|                                                                                                                           | First Year |        | Second Year |        | Third Year |        |
|                                                                                                                           | Projected  | Actual | Projected   | Actual | Projected  | Actual |
| Full-Time Enrollments:                                                                                                    |            |        |             |        |            |        |
| Part-Time Enrollments:                                                                                                    |            |        |             |        |            |        |
| Completions:                                                                                                              |            |        |             |        |            |        |
| Placements:                                                                                                               |            |        |             |        |            |        |

NOTE: Provide a separate Chart for EACH program if submitting multiple programs in one application.

**FACULTY REQUIREMENTS**

| <b>4a. Faculty Needs.</b> Cite the number of faculty, including new and existing faculty that the program requires for operation. |            |           |             |           |            |           |
|-----------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-------------|-----------|------------|-----------|
|                                                                                                                                   | First Year |           | Second Year |           | Third Year |           |
|                                                                                                                                   | Full-Time  | Part-time | Full-Time   | Part-time | Full-Time  | Part-time |
| # of New Faculty                                                                                                                  |            |           |             |           |            |           |
| # of Existing Faculty                                                                                                             |            |           |             |           |            |           |

| <b>4b. Faculty Qualifications.</b> Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Cosmetology Instructor Certification to teach Cosmetology). |       |            |                                          |                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|------------------------------------------|------------------------------|
| Degree                                                                                                                                                                                                                            | Field | Credential | Years of Related Occupational Experience | Years of Teaching Experience |
|                                                                                                                                                                                                                                   |       |            |                                          |                              |
|                                                                                                                                                                                                                                   |       |            |                                          |                              |

**FINANCE**

| <b>5. Finance Chart.</b> Identify costs to operate the program during the temporary period. |            |             |            |
|---------------------------------------------------------------------------------------------|------------|-------------|------------|
|                                                                                             | First Year | Second Year | Third Year |
| Personnel Costs (faculty, admin & related support)                                          |            |             |            |
| Equipment Costs (append list)                                                               |            |             |            |
| Other (specify)                                                                             |            |             |            |
| <b>TOTAL COSTS</b>                                                                          | \$         | \$          | \$         |

**CURRICULUM**

| 3. Curriculum Chart. Program Title:                                             |                 |              |              |               |           |
|---------------------------------------------------------------------------------|-----------------|--------------|--------------|---------------|-----------|
|                                                                                 | Course Prefix/# | Course Title | Credit Hours | Lecture Hours | Lab Hours |
| General Education Courses<br>( <i>required</i> coursework).<br>Specify courses. |                 |              |              |               |           |
| Total                                                                           |                 |              |              |               |           |
| Career and Technical Education Courses<br>( <i>required</i> coursework)         |                 |              |              |               |           |
| Total                                                                           |                 |              |              |               |           |
| Work-Based Learning Courses<br>(internship, practicum, apprenticeship, etc.)    |                 |              |              |               |           |
| Total                                                                           |                 |              |              |               |           |
| CTE Electives                                                                   |                 |              |              |               |           |
| Total                                                                           |                 |              |              |               |           |
| <b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>                               |                 |              |              |               |           |

NOTE: Provide a separate Curriculum Chart for EACH program if submitting multiple programs in one application.

Form 20P (discontinue)

Illinois Community College Board

Notification of Intent to Discontinue a CTE Program with Temporary Approval

**Submit one hard copy & one electronic copy**

|                              |  |                         |  |
|------------------------------|--|-------------------------|--|
| COLLEGE NAME:                |  | 5-DIGIT COLLEGE NUMBER: |  |
| CONTACT PERSON:              |  | PHONE:                  |  |
| EMAIL:                       |  | FAX:                    |  |
| Program Title:               |  |                         |  |
| Curriculum Prefix and Number |  |                         |  |
| Credit hours :               |  | PCS/CIP code:           |  |

| VERIFICATION                                                           |             |
|------------------------------------------------------------------------|-------------|
| It is the intent of the college to discontinue the above-named program |             |
|                                                                        |             |
| <i>Required</i> - Chief Administrative Officer Signature               | <i>Date</i> |

**PLEASE ATTACH THE FOLLOWING ITEMS:**

1. **Rationale for Program Discontinuation:** Provide a brief rationale for the decision to discontinue the program and indicate the final academic term during which the college expects to offer the program.
2. **Alternatives for Students:** Indicate how many students are currently enrolled in the program and describe the alternatives they will be offered to ensure that they will be able to attain their educational goals.
3. **Information for Curriculum Master File:**  
Completed Form 22 (in duplicate) to inactivate or withdraw the curriculum.

|                       |       |
|-----------------------|-------|
| <b>ICCB USE ONLY:</b> |       |
| Reviewed By:          | Date: |
| Accepted By:          | Date: |

**Please note: Signature Box must remain on front page of Application Form.**

Form 20-OL (Online): Application for Permanent Approval of an ILCCO Online Curriculum

**Illinois Community College Board  
Application for Permanent Approval of an ILCCO Online Curriculum**

**Submit one hard copy & one electronic copy**

|                         |  |                    |  |
|-------------------------|--|--------------------|--|
| Receiving College Name: |  | 5-Digit College #: |  |
| Contact Person:         |  | Phone:             |  |
| Email:                  |  | Fax:               |  |

|                               |  |                    |  |
|-------------------------------|--|--------------------|--|
| Teaching College Name:        |  | 5-Digit College #: |  |
| Curriculum Prefix and Number: |  |                    |  |

|                                                 |  |               |  |
|-------------------------------------------------|--|---------------|--|
| <b>Receiving College Curriculum Information</b> |  |               |  |
| AAS Title:                                      |  | Credit Hours: |  |
|                                                 |  | PCS/CIP Code: |  |
| Certificate Title:                              |  | Credit Hours: |  |
|                                                 |  | PCS/CIP Code: |  |

|                               |  |
|-------------------------------|--|
| Proposed Implementation Date: |  |
|-------------------------------|--|

|                                                                   |                                   |
|-------------------------------------------------------------------|-----------------------------------|
| <b>Receiving College MUST complete</b>                            |                                   |
| This curriculum was approved by the college Board of Trustees on: | <b>Date:</b> <input type="text"/> |

|                                            |                                                         |             |
|--------------------------------------------|---------------------------------------------------------|-------------|
| <b>State approval is hereby requested:</b> |                                                         |             |
|                                            | <i>Required- Chief Administrative Officer Signature</i> | <i>Date</i> |

|                       |      |             |             |
|-----------------------|------|-------------|-------------|
| <b>ICCB USE ONLY:</b> |      |             |             |
| ICCB Approval Date:   | AAS: | <29ch Cert: | 30+ch Cert: |

**Please note: ICCB Use only Box must remain on front page of Application Form.**

## **Application for Permanent Approval of an ILCCO Online Curriculum Instructions**

The Form 20-Online (OL) is only to be used when an institution (receiving college) is seeking approval to offer an online program (not a single course) currently approved at another institution (teaching college) through Illinois Community Colleges Online. The receiving college may already be approved for and offer the requested program but is making the request because it is not currently offered online. If the receiving college does not currently offer the program, should the college decide to develop the program, it would then be required to complete the full Form 20 application process. The requesting college is not seeking approval for online delivery. Colleges are *not required to seek separate approval to deliver curriculum via an online* format. This application will be reviewed by ICCB staff to ensure the receiving college's request meets the minimum criteria for approval to offer a new unit of instruction within their district.

**Application. Complete the Form 20-OL as indicated.** Include the Form 22-OL "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

NOTES on Approval of Related AAS Degree and Certificate Curricula. When applying for approval of closely related AAS degree and certificate programs, the college can submit a single application that reflects all programs. (For example, a hospitality management AAS and certificate would use a single application.) Submit a separate Chart C: Curriculum for each program.

**Application Submission:** The curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff.

### **Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Pertinent information is also contained in the [Administrative Rules](#). Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**Approval Notification.** Once approval by all appropriate Boards has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 20OL cover page, a copy of the processed Form 22, and an approval letter from our Executive Director to the College President indicating the approval dates of both Boards. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) .



## Online Curriculum Approval Application

1. **Curriculum Description.** Provide a description addressing:
  - a. The program's purpose and a catalog description.
  - b. The type of jobs for which it would train graduates (e.g., job titles, occupations, clusters of occupations, cross-functional positions, emerging occupations)
  - c. The target population; e.g., current employees and/or persons desiring career entry. Complete Chart C: Curriculum using the Receiving College's specific course-level information.
2. **Program Need.** Provide a brief description of the college's rationale for offering or developing this program in an online format. This section may include examples of student interest and/or local labor market need for the program within the college's district.
3. **Academic Control.** Provide a copy of the cooperative agreement between the Receiving College and the Teaching College. (See *Administrative Rules of the ICCB* Section 1501.307)
4. **Forms.** Provide the appropriate Form 22-OL and related Form 11-OL(s) for updating the Receiving College's Curriculum and Course Master Files.

**1. Curriculum Chart.** List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk (\*) courses with pre-requisites; *Italicize* transferrable courses.

**BOLD** new courses.

|                                                                              | <b>Course Prefix/#</b> | <b>Course Title</b> | <b>Credit Hours</b> | <b>Lecture Contact Hours</b> | <b>Lab Contact Hours</b> |
|------------------------------------------------------------------------------|------------------------|---------------------|---------------------|------------------------------|--------------------------|
| General Education Courses ( <i>required</i> coursework).<br>Specify Courses. |                        |                     |                     |                              |                          |
| <b>Total</b>                                                                 |                        |                     |                     |                              |                          |
| Career and Technical Education Courses ( <i>required</i> coursework)         |                        |                     |                     |                              |                          |
| <b>Total</b>                                                                 |                        |                     |                     |                              |                          |
| Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)    |                        |                     |                     |                              |                          |
| <b>Total</b>                                                                 |                        |                     |                     |                              |                          |
| CTE Electives                                                                |                        |                     |                     |                              |                          |
| <b>Total</b>                                                                 |                        |                     |                     |                              |                          |
| <b>Total Credit Hours Required for Completion</b>                            |                        |                     |                     |                              |                          |

## Form 21/21S: Reasonable and Moderate Extension Request Criteria

ICCB rules permit two types of reasonable and moderate extensions, with appropriate forms for each, and require acceptance by ICCB staff:

### 1. Creation of New Certificates or Degrees via R&M E (Form 21)

**New certificates or degrees** may be created through the reasonable and moderate extension process when the new program is closely related to an existing program(s). This process allows the college to create the new program from an existing “parent program”, following parameters in ICCB Rule 1501.302(d)2 d and e. New certificates or degrees created as options or subsets of existing programs require the Form 21, "Reasonable and Moderate Extension Request".

- a. **AAS or Certificate Options:** AAS or certificate options are programs that are very similar to their parent program and in the same general occupational field, but include coursework that focuses on a given specialty. An option may be created by primarily using courses in the parent program or cluster of closely related curricula; and new or different courses as needed, provided that no more than 15 credit hours are different in AAS options or no more than nine (9) credit hours are different in certificates of 30 semester hours or more.

For example:

- **AAS option:** If a college currently offers an Office and Administrative Technology AAS, it may be used as a parent program to create an Office and Administrative Technology/Legal Option AAS. The college would primarily use courses in the parent program and could also use up to 15 different credit hours not currently in the parent program if needed to provide the legal secretary instruction.
- b. **Subsets/creating certificates from larger certificates or degrees:** New certificate programs may also be created as subsets of existing AAS degrees and certificates. The new certificate may be created by primarily using courses in the parent AAS or certificate program or a cluster of closely related curricula; e.g., from the same four-digit CIP code and, in some cases, a few different courses as needed, provided that no more than nine (9) credit hours are different in certificates of 30 semester hours or more and no more than six (6) credit hours are different in certificates of less than 30 semester credit hours.

For example:

- **New certificates of 30 semester credit hours or more:** If a college has an AAS degree in Office and Administrative Technology and a certificate in microcomputer/software applications, it could create a 35 semester credit hour certificate in information processing. The college would primarily use courses in the AAS and certificate, but may use up to nine (9) different credit hours in the new certificate; for example, to provide additional instruction on information processing. Both of these existing programs serve as the parent program, with the program that is the source of the bulk of the credit hours being cited as the parent program on the Form 21.

- New certificate of less than 30 semester credit hours: If a college has a 45 credit hour certificate in Business Management, it could be used as the parent program to create a 25 credit hour certificate in small business management. This certificate would primarily consist of existing required courses in the Business Management certificate and could use up to six (6) different credit hours; for example, to provide instruction on entrepreneurship. Up to one-half of the credit hours can be used as electives.

**NOTES:**

- A college CANNOT create a new certificate or degree that is larger than its parent program, e.g. creating an AAS from a certificate, nor an AAS degree/degree option that is larger in credit hours than its parent program.
- A college CANNOT create a new certificate or degree via the RM&E process using a parent with *temporary* approval.
- A college CANNOT create a new certificate or degree using Parent curriculum that has an Inactive or Withdrawn status.

**2. Creation of New short-term certificates (Form 21S)**

A college may create a new Short-term Certificates of less than nine (9) semester credit hours of ***new*** courses in a two-digit CIP category in which the college has previous approval to offer one or more programs. This requires completion and acceptance of the Form 21S “Reasonable and Moderate Extension: Short-Term Certificate”. In this approval scenario, the existing/parent program to be cited on the Form 21S is an active program (AAS degree or certificate) from the same two-digit CIP code in which the reasonable and moderate extension is being created. For example, if the proposed R&M is a Phlebotomy Certificate (CIP 51.1009), the parent program could be the Nursing AAS degree (CIP 51.3801).

**Illinois Community College Board**  
**Form 21: Application for Reasonable and Moderate Extension**

**Submit one hard copy**

|                                                          |  |                                |  |
|----------------------------------------------------------|--|--------------------------------|--|
| <b>College Name:</b>                                     |  | <b>5-Digit College Number:</b> |  |
| <b>Contact Person:</b>                                   |  | <b>Phone:</b>                  |  |
| <b>Email:</b>                                            |  | <b>Fax:</b>                    |  |
| <b>Proposed Reasonable and Moderate Extension Title:</b> |  |                                |  |
| <b>Credit Hours:</b>                                     |  |                                |  |
| <b>Existing/Parent Program Title:</b>                    |  |                                |  |
| <b>Parent Prefix:</b>                                    |  | <b>Parent Number:</b>          |  |

**Please Attach the Following Items:**

- 1. Employment objectives/program purpose:** Provide for *both* the parent and the proposed extension.
- 2. Catalog description:** Provide a description of the program as it will appear in the college's catalog.
- 3. Curriculum:** Provide a copy of the term-by-term sequence of courses for both the parent and the proposed extension. If a program is over 60 credit hours (for AAS degrees) or over 30 credit hours (for CTE Certificates), provide a rationale as to why the program exceeds those credit hours. Include course information for each new course included in the proposed program.
- 4. Educational alignment:** Describe how the proposed extension illustrates a Program of Study. Provide the Career Cluster for the proposed Extension and the existing Parent program. See [ICCB's Programs of Study](#) website for more information.
- 5. Approval/accreditation:** Provide a description of accreditation requirements/procedures if this extension requires approval or review by other agencies or professional or regulatory entities.
- 6. Labor market need:** Provide information including employment projections and completer data (as applicable from surrounding districts) supporting need for the proposed reasonable and moderate extension, or alternative labor market data as available.
- 7. Information for the ICCB Master Files:** Completed Form 22 (in duplicate) for the proposed new curriculum. Course addition and/or modification requests should be submitted via CurricUNET once the proposed extension receives approval.

| <b>Verification</b> |                                                          |
|---------------------|----------------------------------------------------------|
| <b>Signed:</b>      |                                                          |
|                     | <i>Required - Chief Administrative Officer Signature</i> |
|                     | <i>Date</i>                                              |

| <b>ICCB USE ONLY:</b> |       |
|-----------------------|-------|
| Reviewed By:          | Date: |
| Approved By:          | Date: |

***Please note: ICCB Use only Box must remain on front page of Application Form.***

## Form 21: Reasonable and Moderate Extension Request Instructions

**Application.** Complete the Form 21 as indicated. The existing/parent program that is to be cited on the Form 21 is the AAS degree or certificate from which the reasonable and moderate extension is being created. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

**Application Timeline.** Applications may be submitted at any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB Staff on behalf of the Board.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The R&ME curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff.**

**Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 21 cover page, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) .

**Illinois Community College Board**  
**Form 21S: Application for Reasonable and Moderate Extension–Short Term Certificate**  
 (For Certificates Less Than 9 Credit Hours Only)  
**Submit one hard copy**

|                                        |  |                                |                        |
|----------------------------------------|--|--------------------------------|------------------------|
| <b>College Name:</b>                   |  | <b>5-Digit College Number:</b> |                        |
| <b>Contact Person:</b>                 |  | <b>Phone:</b>                  |                        |
| <b>Email:</b>                          |  | <b>Fax:</b>                    |                        |
| <b>Curriculum Information</b>          |  |                                |                        |
| <b>New R&amp;ME Program Title:</b>     |  |                                |                        |
| <b>Credit Hours:</b>                   |  | <b>PCS/CIP Code:</b>           | <b>Degree Type: 35</b> |
| <b>Existing /Parent Program Title:</b> |  |                                |                        |
| <b>Parent Prefix:</b>                  |  | <b>Parent Number:</b>          |                        |

***Please Attach the Following Items:***

- Description:** Provide a brief catalog description of the new short-term certificate program.
- Labor Market Need:** Provide labor market data, or alternate information, that demonstrates the immediate need for an educational program in this field.
- Curriculum:** Provide a copy of the curriculum for the new short-term program. Asterisk (\*) any new courses. Provide the Career Cluster for the proposed Extension and the existing Parent program. Include course information for each new course included in the proposed program.
- Approval/Accreditation:** Provide a description of accreditation requirements/procedures if this extension requires approval or review by other agencies or professional or regulatory entities.
- Information for the ICCB Master Files:** Completed Form 22 (in duplicate) for the proposed new curriculum. Course addition and/or modification requests should be submitted via CurricUNET once the proposed extension receives approval.
- Information for ICCB Master Files.** Completed Form 22 (in duplicate) for the proposed new curriculum

|                     |                                                          |             |
|---------------------|----------------------------------------------------------|-------------|
| <b>Verification</b> |                                                          |             |
| <b>Signed</b>       |                                                          |             |
|                     | <i>Required - Chief Administrative Officer Signature</i> | <i>Date</i> |

|                       |  |       |
|-----------------------|--|-------|
| <b>ICCB USE ONLY:</b> |  |       |
| Reviewed By:          |  | Date: |
| Approved By:          |  | Date: |

***Please note: ICCB Use only Box must remain on front page of Application Form.***

## **Form 21S: Reasonable and Moderate Extension—Short-Term Certificate Request Instructions**

**Application.** Complete the Form 21S as indicated. The existing/parent program that is to be cited on the Form 21S is the AAS degree or Certificate from which the Reasonable and Moderate Extension is being created. Include the Form 22 "Curriculum Addition/Withdrawal/Change to the Curriculum Master File". **NOTE:** Do not insert responses into the application. The signature boxes must remain on the cover page of the application.

NOTES for the Form 21S: The existing/parent program to be cited on the Form 21S is an active program (AAS degree or certificate) from the **same two-digit CIP code** in which the reasonable and moderate extension is being created. For example, if the proposed R&M is a Phlebotomy Certificate (CIP 51.1009), the parent program could be the Nursing AAS degree (CIP 51.3801).

**Application Timeline.** Applications may be submitted at any time during the year. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB Staff on behalf of the Board.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The R&ME curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff.**

**Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate college staff by email. Approval documentation will include a copy of the dated Form 21S cover page, and a copy of the processed Form 22. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).



Form 20PBVS

Illinois Community College Board

Request for Approval of Private Business and Vocational School (PBVS) Program  
for Transfer and Acceptance by an Illinois Community College

Due July 1

|                        |  |               |  |
|------------------------|--|---------------|--|
| <b>PBVS NAME:</b>      |  |               |  |
| <b>CONTACT PERSON:</b> |  | <b>PHONE:</b> |  |
| <b>EMAIL:</b>          |  | <b>FAX:</b>   |  |
| <b>TITLE:</b>          |  |               |  |

|                           |  |                      |  |                  |  |
|---------------------------|--|----------------------|--|------------------|--|
| <b>CERTIFICATE TITLE:</b> |  | <b>CREDIT HOURS:</b> |  | <b>CIP CODE:</b> |  |
|---------------------------|--|----------------------|--|------------------|--|

| VERIFICATION  |                                                         |
|---------------|---------------------------------------------------------|
| <b>SIGNED</b> |                                                         |
|               | <i>Required- Chief Administrative Officer Signature</i> |
|               | <i>Date</i>                                             |

|                       |       |
|-----------------------|-------|
| <b>ICCB USE ONLY:</b> |       |
| <b>REVIEWED BY:</b>   | Date: |
| <b>APPROVED BY:</b>   | Date: |

***Please note: Signature Box must remain on front page of Application Form.***

## **Application for Approval of Private Business and Vocational School (PBVS) Programs for Transfer and Acceptance by Illinois Community Colleges**

With the implementation of the Career & Workforce Transitions Act in 2018, the Illinois Community College Board (ICCB) is mandated to review and approve Private Business and Vocational Schools (PBVS) as institutions from which credits in specified program areas may be accepted for transfer by Illinois Community Colleges, in accordance with the law.

As such, a Private Business & Vocational School within a given community college district may seek ICCB approval for specific curriculum of their offering to transfer towards completion of specified curriculum at the community college. Any PBVS seeking ICCB approval must submit a completed Form 20PBVS in its entirety by July 1<sup>st</sup> of each year for possible consideration for students to transfer credits in the Fall term. Instructions for completing the application and a timeline for review/approval is describe below.

**Application.** Complete the Form 20PBVS as indicated. PBVS are required to submit requests for approval of each proposed program eligible for transfer and acceptance.

**Application Timeline.** Applications must be submitted by July 1<sup>st</sup> each year for possible consideration for students to transfer credits in the Fall term. Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the application is unclear or incomplete. All requests must be reviewed, recommended and approved by ICCB.

Questions regarding the completion of the application can be directed to ICCB Academic Affairs staff. Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

**The curriculum approval application should be completed in its entirety, with one hard copy mailed to ICCB staff and one electronic copy (MS Word format only NOT PDF) to ICCB staff.**

**Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Approval Notification.** Once approval has been granted, ICCB Academic Affairs staff will notify the appropriate PBVS and College institutional staff by email. Approval documentation will include a copy of the dated Form 20PBVS cover page and a letter from the Executive Director of ICCB indicating the Board Approval date. Questions regarding the status of this documentation should be directed to Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) .

## Form 20 PBVS Instructions

Attach the following items to the Form 20PBVS:

1. **Program Goals and Objectives:**
  - a. Briefly describe the career and technical education or workforce preparation goals for completers of the program.
  - b. Identify the program objectives and provide evidence that the objectives are being met. Include quantitative and qualitative information to support the program's performance as appropriate.
2. **Academic Control:** Describe how the institution will maintain academic control over the program, including student admissions, faculty, and program content and quality.
  - a. **Internal Oversight:** Indicate what department and staff are responsible for maintaining the academic integrity of the program.
  - b. **Contractual/Cooperative Agreements:** Append a copy of the contractual or cooperative agreement if another entity is involved in the delivery of the program, if appropriate. This includes any partnership agreement with another college, university, the regional consortia, an apprenticeship or labor organization, a private institution, business, or other outside entity.
3. **Curriculum:**
  - a. **Catalog Description:** Provide a catalog description for the program as it appears in the PBVS's catalog.
  - b. **Curriculum Chart:** Complete a Curriculum Chart for the program.
  - c. **Syllabi:** Attach an instructor syllabus for each course that is part of the PBVS program of study.
  - d. **Curriculum Sequence:** Provide a copy of the term-by-term sequence of courses required to complete the program as it will appear in the catalog.
  - e. **Standards/Credentials:** Include what skill standards have been set in this occupation or what professional credentialing (licensure, certification, registration, etc...) is available to students and through what agency/entity and how the program prepares students to meet entry-level job requirements.
  - f. **Diversity:** Describe how you plan to recruit and retain minorities, individuals with disabilities, non-traditional students or other students defined as "special populations" in this program.
  - g. **Student Transition:** Describe how the program curricula are aligned with community college coursework/curricula to ensure a smooth transition for students.
4. **Faculty Qualifications:** Complete the Faculty Qualifications Chart
5. **Program Needs:**
  - a. **Employment Requirements:** Describe how a student's completion of the program will satisfy employment requirements in the occupational field.
  - b. **Labor Market Data:** Append any occupational or industry projections data that supports the need for the proposed program.

- c. **Occupational Chart:** Complete the Occupational Chart.
  - d. **Job Placement:** Provide current job placement numbers for the completers of the program.
6. **Assessment and Evaluation:** Describe how the PBVS plans to ensure students will meet the objectives for this program through evaluation of knowledge and skills at both the course and program-level.
  - a. **Student Learning Objectives:** Describe or list the broad program-level learning objectives/outcomes that each student is expected to have mastered upon completion of each program.
  - b. **Assessment of Student Learning Objectives:** Describe the overall course-level assessment method(s) to be used, and the end-of-program assessment method(s) the institution will use to ensure that students demonstrate these learning objectives just prior to program completion. (i.e., assessment through portfolio review, cumulative course completion, team project, comprehensive written/performance test, or industry/state pre-certification/licensure examination).
7. **Accreditation:** Provide evidence verifying that the institution is in good standing during the period of its national accreditation from an accreditor approved by the U.S. Department of Education. Describe what external approval or accreditation is required and/or optional for this program, when and through what agency/entity it is available. (i.e., is program approval/accreditation by a regulatory agency or industry-related entity required prior to enrolling students or graduates earning their licensure/certification? What steps has the institution completed to obtain that approval/accreditation?)
8. **Approval Certificate:** Attach a copy of the institution's Permit of Approval Certificate from the Illinois Board of Higher Education.

**3. Curriculum Chart.** List general education, career and technical education, work-based learning, and elective courses within the proposed program. Asterisk "\*" courses with pre-requisites; *Italicize* transferrable courses. **BOLD** new courses.

| Program Title:                                                                 |                 |              |              |               |           |
|--------------------------------------------------------------------------------|-----------------|--------------|--------------|---------------|-----------|
|                                                                                | Course Prefix/# | Course Title | Credit Hours | Lecture Hours | Lab Hours |
| General Education Courses<br><i>(required coursework).</i><br>Specify Courses. |                 |              |              |               |           |
| <b>Total</b>                                                                   |                 |              |              |               |           |
| Career and Technical Education (CTE) Courses<br><i>(required coursework)</i>   |                 |              |              |               |           |
| <b>Total</b>                                                                   |                 |              |              |               |           |
| Work-Based Learning Courses<br>(internship, practicum, apprenticeship, etc.)   |                 |              |              |               |           |
| <b>Total</b>                                                                   |                 |              |              |               |           |
| CTE Electives                                                                  |                 |              |              |               |           |
| <b>Total</b>                                                                   |                 |              |              |               |           |
| <b>TOTAL CREDIT HOURS REQUIRED FOR COMPLETION</b>                              |                 |              |              |               |           |

**4. Faculty Qualifications.** Include general minimum qualifications and those credentials that are specific to instructors in the proposed field of study (i.e. Welding Instructor Certification to teach Welding).

| Degree | Field | Credential | Years of Related Occupational Experience | Years of Teaching Experience |
|--------|-------|------------|------------------------------------------|------------------------------|
|        |       |            |                                          |                              |
|        |       |            |                                          |                              |

**5. Occupational Chart.** List occupational titles related to the proposed program(s) and corresponding employment projections and completer data.

| Soc Job Codes & Titles<br>Other Job titles if alternate date also submitted | Annual Openings | Employment Projections:<br>Annual Program Completers **<br>(indicate from which surrounding districts) |
|-----------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------|
|                                                                             |                 |                                                                                                        |
|                                                                             |                 |                                                                                                        |
|                                                                             |                 |                                                                                                        |
|                                                                             |                 |                                                                                                        |

### **Extension of Courses or Curricula Out of State**

ICCB Rule 1501.307h specifies that all out-of-state extensions operated by the college must obtain ICCB approval. Extensions are sites used by the college to offer instruction. Extensions may be operated for district residents or for out-of-state students. At the end of each fiscal year, the college must submit a report to the ICCB on the operation of each out-of-state extension. **Requests for ICCB approval of out-of-state extensions shall be submitted on Form 18A, and the annual report on out-of-state extensions shall be submitted on Form 18R.**

**Please direct all application and other related questions to Tricia Broughton.**

NOTE: Travel or field trips that supplement a course offered at the college do not constitute a separate extension and, hence, do not require ICCB approval. Instruction offered out of state through contract with an out-of-state community college, college, or university is not included under section 1501.307h and does not require Form 18A or Form 18R. Also, colleges that offer courses that are developed and approved by the Illinois Consortium for International Studies and Programs (ICISP) do not need to submit Form 18A or Form 184R for those courses.

**Application for Approval to Extend Courses/Curricula Out of State - Form 18A.** The initial request for approval of an out-of-state extension may be submitted at any time. A separate Form 18A shall be submitted for each out-of-state extension.

Out-of-state extensions may be for out-of-state students or for in-district residents. Extensions for in-district residents may use local and state funds; however, extensions for out-of-state students must verify that no state or local tax funds are used.

A limited amount of space is provided on the form for data regarding both curricula (in to) and courses (only) which are to be extended (append additional pages as needed). Complete the section(s) appropriate for your college.

A copy of the Form 18A will be returned to the college following action by the ICCB.

**Direct application to:**

Tricia Broughton  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
or email to: [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Annual Report on Courses/Curricula Extended Out of State - Form 18R.** Each college granted an out-of-state extension must submit an annual report on Form 18R by July 15 following the end of the fiscal year. There is a limited amount of space on the form to report information on either curricula (in to) or courses (only) extended (append additional pages as needed). A separate report (Form 18R) must be submitted for each out-of-state extension.





**Form 18A (continued)**  
**Page two**

3. Describe the rationale for the requested extension. How will the extension enhance the mission of the community college, and the educational and employment opportunities of the students?

4. Describe how the college will ensure quality instruction and support services at the extension.

5. Describe how the college plans to utilize its present faculty and staff at the extension.

6. Describe how the extension will be financed. Include projected revenues and expenditures. If the extension is for out-of-state students, provide evidence that no state or local tax funds will be used to support the extension.

7. If the extension is for out-of-state students, submit a letter of request and/or contract under which the extension is to be offered (i.e specific training being requested by a specific employer).

**Form 18R: Annual Report On Courses/Curricula Extended Out of State**

**Illinois Community College Board**

**Annual Report On Courses/Curricula Extended Out of State**

(Due July 15)

|                  |
|------------------|
| Fiscal Year 20__ |
|------------------|

|              |                |
|--------------|----------------|
| College Name | College Number |
|--------------|----------------|

|                                                                                         |
|-----------------------------------------------------------------------------------------|
| Location of the out-of-state extension:<br>(Provide a separate report for each locale.) |
|-----------------------------------------------------------------------------------------|

|                |                  |
|----------------|------------------|
| Contact Person | Telephone Number |
|----------------|------------------|

1. Curricula Extended (in to):

| PCS # | <u>Curriculum Prefix Number, and Title for Each Curriculum</u> | Term Offered | Expected Curriculum Enrollment (Annual Unduplicated Headcount) |
|-------|----------------------------------------------------------------|--------------|----------------------------------------------------------------|
|       |                                                                |              |                                                                |

2. Courses (only) To Be Extended:

| PCS # | <u>Course Prefix Number, and Title for each course</u> | Term Offered | Course Midterm Enrollment |
|-------|--------------------------------------------------------|--------------|---------------------------|
|       |                                                        |              |                           |

**Form 18R (continued)**

**Page two**

|                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Estimated Revenue Generated by the Extension:</p> <p>Tuition<br/>                 ICCB Grants*<br/>                 Contractual<br/>                 Other</p> <p>TOTAL ESTIMATED REVENUE</p>                                                                             |
| <p>4. Estimated Cost of Operating the Extension:</p> <p>Salaries for Instructors<br/>                 Operations and Maintenance<br/>                 Travel Costs<br/>                 All Other Direct and<br/>                 Indirect Cost</p> <p>TOTAL ESTIMATED COST</p> |
| <p>5. How many of the full-time faculty at your college taught at the extension?</p>                                                                                                                                                                                            |
| <p>6. How many of the full-time administrators at your college made trips to the extension?</p>                                                                                                                                                                                 |
| <p>7. How did the extension benefit the college and/or its students?</p>                                                                                                                                                                                                        |

\*Estimated ICCB grants should be calculated by using the credit hours generated for state funding and the rates in effect for the past fiscal year.

## Chapter 3: The ICCB Curriculum Master File & CIP List

### Curriculum Master File

The ICCB Curriculum Master File is the official record of approved curricula for each college. Before offering a new curriculum, colleges are required to obtain ICCB approval via a Form 20 or Form 21. The ICCB Form 22 is used to add a new curriculum; inactivate, reactivate, or withdraw an existing curriculum; and make changes to an existing curriculum on the Curriculum Master File (e.g., title, credit hours, etc.). New curriculum additions are submitted with a New Program Application in hard copy format. Changes to existing curricula, including inactivation or withdrawal, are submitted electronically via CurricUNET. Requests for changes to curricula should be submitted at least 30 days in advance of the date the changes are expected to take effect.

Since student enrollment and completion data submitted by each college are run against the college's ICCB Curriculum Master File, it is VITAL that the information on file be accurate and that the ICCB Curriculum Master File match the college's curriculum information.

Curriculum master file lists may be requested by contacting ICCB Information Technology staff at (217) 785-0123 or [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us). The headings/descriptions for each field on the Curriculum Master File are indicated on the following page.

### CIP List

ICCB staff use the Standard Classification of Instruction Programs (CIP) to classify all instructional programs. All programs are assigned a CIP code for tracking student enrollment, completion, and placement and transition data. Questions regarding assignment of CIP codes should be directed to ICCB Academic Affairs staff. The ICCB Modified CIP List can be found in: **Error! Reference source not found.** of this manual.

### CurricUNET

CurricUNET is a web-based application ICCB uses as a tool which allows colleges to submit specific types of requests online for staff review and approval. The section on Curriculum Additions/Withdrawals/Changes provides more detail on which curricular submissions can be submitted through CurricUNET. Each college has 1-2 designated CurricUNET users. These are individuals responsible for entering the appropriate curricular/course information into the system and submitting it for ICCB review/approval. Those individuals must be added to the CurricUNET system as an authorized user before they can access and submit college-specific information.

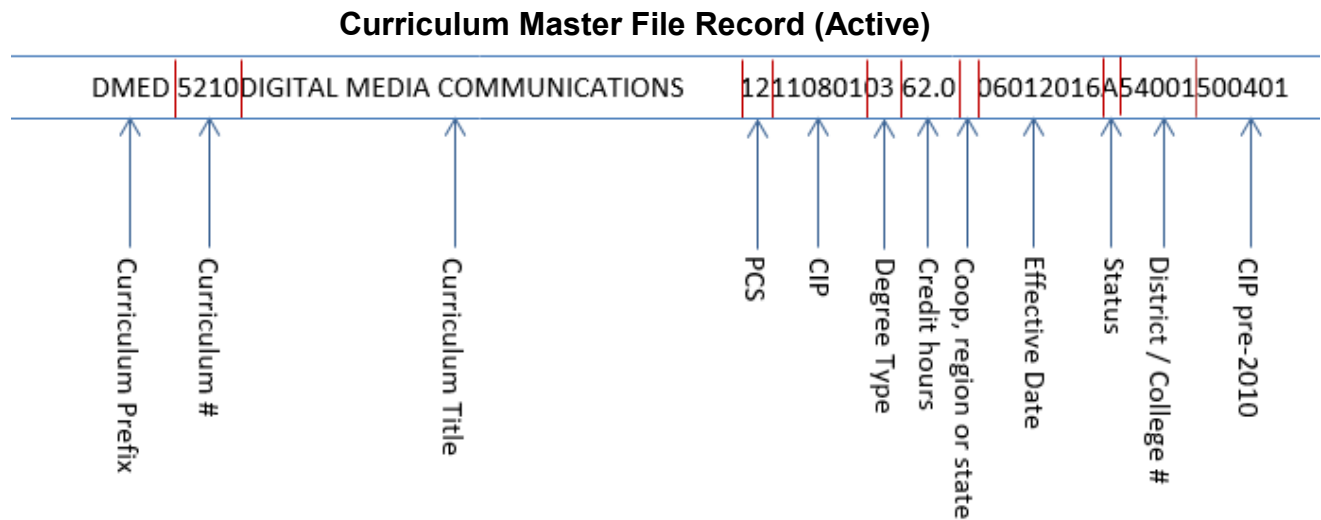
The ICCB CurricUNET site can be found at <http://curricunet.com/iccb/>.

If you have issues with CurricUNET, need to add a User at your institution, or need to request a change to a pending submission, please contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

### Sample of Master File Listings

Following is an example of what a Curriculum Master File listing would look like if requested by your institution from ICCB. Each of the fields in the record has been labeled and a description of the field provided below.

Colleges should request an updated Curriculum Master File from ICCB on a regular basis. Contact ICCB IT staff at [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us) for this information.



#### Description of Columns on the ICCB Curriculum Master File

**Prefix/Number:** The individual nine-digit alpha/numeric code assigned by the college to each curriculum (prefix maximum is five digits, number maximum is four digits.)

**Title:** The approved title of the college's curriculum (maximum of 36 characters)

**PCS:** The ICCB Program Classification System code (two digits)

- 1.0 = General Associate Degrees (AGE, ALS, AGS)
- 1.1 =Baccalaureate/Transfer
- 1.2 = Occupational/Technical Instruction
- 1.4 = Remedial Education
- 1.5 = General Studies
- 1.6 = Vocational Skills
- 1.7 = Adult Basic Skills
- 1.8 = Adult Secondary Education
- 1.9 = English as a Second Language

**CIP Code:** Classification of Instructional Program Code (national coding system). Six digits are used to denote specific discipline or occupational areas.

**DEG:** Designation for specific degree types

- 01 = AA (Associate in Arts) (1.1)
- 02 = AS (Associate in Science) (1.1)
- 03 = AAS (Associate in Applied Science) (1.2)
- 04 = AGS, ALS, and AGE (General Associate Degree) (1.0)
- 05 = A&S (Associate in Arts and Science) (1.1)
- 11 = Developmental Skills or Basic Skills (1.4, 1.7, 1.8, 1.9)
- 18 = Vocational Skills (1.6) (for coding purposes only)
- 19 = Course Enrollee Classification Categories (1.1, 1.2)
- 20 = Occupational Certificate of 30 to 50 semester hours (1.2)
- 30 = Occupational Certificate of 9 to 29 semester hours (1.2)
- 35 = Occupational Certificate of less than 9 semester hours (1.2)
- 40 = Certificate in General Studies of 30 semester hours or less (1.5)
- 50 = AFA (Associate in Fine Arts) (1.1)
- 51 = AES (Associate in Engineering Science) (1.1)
- 53 = GECC Credential (1.1)

**HRS:** Minimum number of credit hours required for completing the curriculum (*Four digits-one decimal place*)

**COOP:** Curriculum approved subject to a cooperative agreement only C5 = Illinois proprietary institution agreement C6 = Out-of-state institution agreement C7 = Department of Corrections agreement (for programs approved for delivery at correctional facilities only)

**RS:** Curriculum approved to be offered on a regional or statewide basis. R = Regional S = Statewide

**Change Date:** Date curriculum took effect in its present form (mm/dd/yyyy)

**S:** Status of curriculum (Active, Withdrawn, or Inactive)

**SCH:** Five-digit college number

## Form 22: Curriculum Addition/Withdrawal/Change to the Curriculum Master File Instructions

In order for a college to add a new program to its list of offerings, remove (inactivate or withdraw) an existing program from its list of offerings, or make a change to an existing program on its list of offerings, a Form 22 must be submitted to ICCB for staff review and approval.

Most curricular modifications & deletions are submitted using CurricUNET, the web-based tool ICCB currently uses for online submission of various modifications/deletions. If you have issues with CurricUNET, need to add a User at your institution, or need to request a change to a pending submission, please contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

### **Directions on Curriculum Form Submission through CurricUNET**

**Additions of New Programs:** Submit 2 paper copies of the Form 22 along with the appropriate program application. Once approved, the Form 22 will be processed (information updated on your Curriculum Master) and a copy emailed to your institution's course/curriculum contact.

#### **To Add a New Curriculum (paper submission of Form 22 only):**

- Check "Add" in the upper box.
- Complete all items *except* the current prefix and number.
- Indicate the minimum credit hours for completion by entering the number with a decimal point. (999.9)
- List the title (as approved by the ICCB on the Form 20/Form 21). It should not exceed 36 characters.
- Indicate if the program is going to be offered at a Department of Corrections (DOC) facility only.

**Inactivation/Withdraw and Modifications to Existing Programs:** Submit the electronic version of the Form 22 via CurricUNET, following the instructions below as applicable. *Any modification to a program requires ICCB notification within 30 days of the effective date of the change. ICCB Staff retain the authority to request additional information regarding any curricular change requested.*

#### **To Inactivate/Withdraw a Curriculum (electronic submission via CurricUNET):**

- Go to Upload a Curriculum.
- Select Withdraw or Inactivate Curriculum.
- Select the appropriate Curriculum prefix and number. At the top of the page, the Proposal Type will indicate "Withdrawal" or "Inactivate":
- Indicate the effective date which will be the date the curriculum becomes inactive/withdrawn and new students are no longer admitted to the program.
- Select Save.
- NOTE: If you are withdrawing a curriculum, the courses must be re-assigned to another active curriculum.

**To Change the Prefix or Number of an Existing Curriculum (electronic submission via CurricUNET):**

- Go to Upload a Curriculum.
- Select Prefix/Number Change.
- Select the appropriate Curriculum prefix and number for the program you want to change. At the top of the page, the Proposal Type will indicate “Modify”:
- Select the Curriculum prefix and/or number you want to change this program to. If you are creating a new prefix or number, select “New” at the top of the drop down menu for prefix, then enter the new information.
- Indicate the effective date for this change to take place.
- Select Save.

**To Make Other Changes (i.e. Title, Credit hours, CIP Code) to an Existing Curriculum (electronic submission via CurricUNET):**

- Go to Upload a Curriculum.
- Select Other Change.
- Select the appropriate Curriculum prefix and number for the program you want to change. At the top of the page, the Proposal Type will indicate “Modify”.
- Enter, or select from the drop down menu, the new information to be change for this program.
- Indicate the effective date for this change to take place.
- Select Save.

**To Reactivate an Existing Curriculum (paper submission of Form 22 only):**

Reactivation of an existing withdrawn or inactivated curriculum must meet the criteria outlined in Administrative Rules Section 1501.302 g). Using this Rule as a guide, the college should determine what information needs to be provided for ICCB staff consideration, based on the number of years the curriculum has been withdrawn/inactive. Once this determination has been made, the college should submit the following to ICCB Academic Affairs staff for review:

- A letter from the college’s Chief Academic Officer to ICCB requesting reactivation of the curriculum. Include a rationale for the reactivation and a proposed effective date for the term of implementation.
- Attach all the required documentation as outlined in the Administrative Rules, based on the number of years the curriculum has been withdrawn/inactive.
- Attach a completed Form 22, signed/dated accordingly.

**Request Timeline.** Requests are reviewed on an ongoing basis. Clarification and/or additional information may be requested by ICCB staff if the information provided is unclear or incomplete. All requests must be reviewed, recommended and approved by the Executive Director, on behalf of the Board. Reactivation requests do not require action at a scheduled ICCB meeting.



**The curriculum reactivation request should be completed in its entirety, with one hard copy mailed to ICCB staff.**

**Please send to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

Form 22: Curriculum Addition/Withdraw/Change to the Curriculum Master File

**Illinois Community College Board  
Curriculum Addition/Withdraw/Change  
to the Curriculum Master File  
(Submit Paper in Duplicate)**

|                                                                                                                                                                                                                                   |  |                             |            |                      |       |                                                                 |  |                           |                                                          |                 |                      |           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------|------------|----------------------|-------|-----------------------------------------------------------------|--|---------------------------|----------------------------------------------------------|-----------------|----------------------|-----------|--|
| <b>College Name:</b>                                                                                                                                                                                                              |  |                             |            |                      |       |                                                                 |  | <b>5-Digit College #:</b> |                                                          |                 |                      |           |  |
| <b>Curriculum Action Desired</b>                                                                                                                                                                                                  |  |                             |            |                      |       |                                                                 |  |                           |                                                          |                 |                      |           |  |
| <b>Add</b>                                                                                                                                                                                                                        |  | <b>Prefix/Number Change</b> |            | <b>Other Change</b>  |       | <b>Inactivate</b>                                               |  | <b>Reactivate</b>         |                                                          | <b>Withdraw</b> |                      |           |  |
| <b>Current Curriculum Prefix</b>                                                                                                                                                                                                  |  |                             |            |                      |       |                                                                 |  |                           | <b>Current Curriculum #</b>                              |                 |                      |           |  |
| <b>New Curriculum Prefix</b>                                                                                                                                                                                                      |  |                             |            |                      |       |                                                                 |  |                           | <b>New Curriculum #</b>                                  |                 | Dept. Of Corr. (Doc) |           |  |
| <b>Curriculum Title:</b>                                                                                                                                                                                                          |  |                             |            |                      |       |                                                                 |  |                           | <b>"Is Curriculum Offered Only in an Online Format"?</b> |                 | <b>Yes</b>           | <b>No</b> |  |
| <i>(Title Cannot Exceed 36 Characters Including Spaces And Punctuation)</i>                                                                                                                                                       |  |                             |            |                      |       |                                                                 |  |                           |                                                          |                 |                      |           |  |
| <b>Curriculum PCS/CIP</b>                                                                                                                                                                                                         |  |                             |            |                      |       | <b>Minimum Credit Hours</b>                                     |  |                           |                                                          |                 |                      |           |  |
| <i>Please Note: If the college is revising the total number of credit hours for this curriculum indicate whether this revision changes the requirements for program completion. Such changes may be subject to ICCB approval.</i> |  |                             |            |                      |       |                                                                 |  |                           |                                                          |                 |                      |           |  |
| <b>Effective Date:</b>                                                                                                                                                                                                            |  |                             |            |                      |       |                                                                 |  |                           |                                                          |                 |                      |           |  |
| <b>Signature:</b>                                                                                                                                                                                                                 |  |                             |            |                      |       |                                                                 |  |                           | <b>Date:</b>                                             |                 |                      |           |  |
| <i>College Official Responsible</i>                                                                                                                                                                                               |  |                             |            |                      |       |                                                                 |  |                           |                                                          |                 |                      |           |  |
| <b>Degree Or Certificate Type:</b>                                                                                                                                                                                                |  |                             |            |                      |       |                                                                 |  |                           |                                                          |                 |                      |           |  |
| 01 - AA (Associate in Arts) 1.1                                                                                                                                                                                                   |  |                             |            |                      |       | 20 - Occupational Certificate of 30 To 50 Semester Hours 1.2    |  |                           |                                                          |                 |                      |           |  |
| 02 - AS (Associate in Science) 1.1                                                                                                                                                                                                |  |                             |            |                      |       | 30 - Occupational Certificate of 9 To 29 Semester Hours 1.2     |  |                           |                                                          |                 |                      |           |  |
| 03 - AAS ( Associate in Applied Science) 1.2                                                                                                                                                                                      |  |                             |            |                      |       | 35 - Occupational Certificate of Less Than 9 Semester Hours 1.2 |  |                           |                                                          |                 |                      |           |  |
| 04 - AGS, ALS and AGE (General Studies Degree) 1.0                                                                                                                                                                                |  |                             |            |                      |       | 50 - AFA (Associate in Fine Arts) 1.1                           |  |                           |                                                          |                 |                      |           |  |
| 11 - Developmental Studies or Basic Skills (1.4, 1.7 , 1.8 And 1.9)                                                                                                                                                               |  |                             |            |                      |       | 51 - AES Associate in Engineering Science) 1.1                  |  |                           |                                                          |                 |                      |           |  |
| 18 - Voc Skills Shell Curricula (1.6 Course Enrollees) /<br>1.9 - Course Enrollee Shell Curricula (1.1,1.2)                                                                                                                       |  |                             |            |                      |       | 53 - GECC (General Education Core Curriculum Credential) 1.1    |  |                           |                                                          |                 |                      |           |  |
| <b>ICCB Use Only: Status</b>                                                                                                                                                                                                      |  | A -Active                   |            | W - Withdraw         |       | I- Inactivate                                                   |  | Update Code:              |                                                          |                 | Reg/Stwd Code        |           |  |
| Approval Method:                                                                                                                                                                                                                  |  | N-New                       | T-Temp     | P-Prmt               | E-Ext | R & M Curriculum: Pre:                                          |  |                           | Num:                                                     |                 |                      |           |  |
| Temporary Approval Date:                                                                                                                                                                                                          |  |                             |            | Program Review Date: |       |                                                                 |  | Co-Op Code:               |                                                          |                 |                      |           |  |
| Permanent Approval Date:                                                                                                                                                                                                          |  |                             |            |                      |       |                                                                 |  |                           |                                                          |                 |                      |           |  |
| <b>Processed By:</b>                                                                                                                                                                                                              |  |                             | <b>On:</b> |                      |       | <b>Record Updated By</b>                                        |  |                           | <b>On</b>                                                |                 |                      |           |  |

Form 22-OL (Online) Online Curriculum Form to Update the Curriculum Master File

Illinois Community College Board

**ONLINE CURRICULUM FORM  
TO UPDATE THE CURRICULUM MASTER FILE**

**Submit Two Forms**

Complete this form only when you have submitted the Form 20-OL application for an Online Curriculum Approval Application.

|                                                                             |  |                                 |  |
|-----------------------------------------------------------------------------|--|---------------------------------|--|
| Receiving (to)<br>College Name:                                             |  | 5-Digit Receiving<br>College #: |  |
| Teaching (from)<br>College Name:                                            |  | 5-Digit Teaching<br>College #:  |  |
| Teaching College Curriculum<br>Prefix and Number:                           |  |                                 |  |
| Teaching College<br>Curriculum Title:                                       |  |                                 |  |
| <i>(title cannot exceed 36 characters including spaces and punctuation)</i> |  |                                 |  |
| PCS/CIP<br>Code:                                                            |  |                                 |  |

|                                                    |  |
|----------------------------------------------------|--|
| (To) Receiving College Curriculum Title:           |  |
| Receiving College Curriculum<br>Prefix and Number: |  |

|                               |                                      |  |                                |
|-------------------------------|--------------------------------------|--|--------------------------------|
| Effective Date:               |                                      |  |                                |
| Curriculum Action<br>Desired: | <input checked="" type="radio"/> Add |  | <input type="radio"/> Withdraw |

|            |                                               |             |
|------------|-----------------------------------------------|-------------|
| Signature: |                                               |             |
|            | <i>Required- Chief Administrative Officer</i> | <i>Date</i> |

|                       |     |
|-----------------------|-----|
| <b>ICCB Use Only:</b> |     |
| Record updated by:    | On: |

## Chapter 4: Other Curricular Considerations

### Appeal Process

If ICCB staff does not recommend approval of a new curriculum, the college may appeal the decision by notifying the ICCB Executive Director in writing. In cases where IBHE approval is required, but not recommended, the college may appeal the decision by notifying the IBHE Executive Director in writing, with a copy to the ICCB.

### Higher Learning Commission (HLC) Program Approval

The Higher Learning Commission (HLC) is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

The HLC requires approval for community college academic and CTE programs that are Title IV eligible. HLC approval covers program design, not curricular design. This policy applies to all new Degree and Certificate programs (16 semester credit hours or greater). Exceptions to this policy include new Degree and Certificate programs that include 50 percent or more of its coursework from previously approved programs. This would include any new programs eligible for ICCB approval through the Reasonable & Moderate Extension process.

Following is a link to HLC's website page which describes what requirements may apply to changes in certain categories:

<https://www.hlcommission.org/Accreditation/changes-requiring-approval-or-notification.html>

ICCB approval, and IBHE approval where appropriate, *is required before* you submit to HLC for approval. Please be aware of Board approval timelines, including the college's Board of Trustees, the ICCB, and the IBHE, as well as HLC approval when planning programs and establishing goals for implementation.

### The CAREER Agreement

Different from a Cooperative Agreement between a Community College and another institution of higher learning, the *Comprehensive Agreement Regarding the Expansion of Educational Resources*, commonly referred to as the *CAREER* agreement was approved by the ICCB in 2016. Currently, all 48 community colleges participate in the agreement. A listing of institutions and sections of the agreement can be found using the following link:

<https://www.iccb.org/cte/wp-content/uploads/2017/02/CAREER-AGREEMENT.pdf>

### Approval of Cooperative Agreements for Instruction

Cooperative agreements between community colleges and other higher education institutions are subject to ICCB approval (see ICCB Rule 1501.307).

This applies to new units of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency for which an existing

arrangement *does not* already exist. These are agreements made between specific institutions that go beyond the terms of the System-wide CAREER Agreement.

**Application Submission:** Typically, cooperative agreements are approved at the same time a new unit request is submitted. ICCB staff review the application and work with the college to address any questions or concerns. The agreement would be approved along with the proposed related program.

Agreements made outside of a new unit request should be submitted to ICCB Staff for review and recommendation to the Board for approval. Agreements should be submitted at least eight weeks in advance of the ICCB meeting at which action could be taken. The proposed Cooperative Agreement should be submitted to ICCB Academic Affairs Staff, one hard copy and one electronic copy (MS Word or PDF format is acceptable), for consideration.

**Please send both copies to:**

Tricia Broughton, Associate Director for Academic Affairs  
Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
[tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

**Note:** ICCB approval is *not* needed for:

- agreements with secondary schools;
- agreements between community colleges and other institutions within the same higher education regional consortium, including in-district agreements and inter-district
- agreements, as such agreements within the consortium were approved by action of the ICCB at its June 1995 meeting.
- modifications of existing agreements, including to add programs.
- extension of credit courses into another community college district (permission of that district is required)

### **Program Review**

Program review was established in 1983 by the Illinois Community College Board. It is a primary accountability effort which has been individualized at each campus. Colleges have the latitude to establish their own process within certain parameters. These are listed below along with report submission requirements.

ICCB Rule 1501.303 d) Review & Evaluation of Program requirements:

- 1) Each college shall have a systematic, college wide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
- 2) The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college.

- 3) The review of academic disciplines, student and academic support, cross-disciplinary instruction (remedial education, adult education and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.
- 4) The five-year schedule of program review is determined through a combination of several factors as identified by ICCB.
- 5) The ICCB may request the college to include special reviews of programs that have been identified as a result of state-level analyses, legislative resolutions, or IBHE policy studies by notifying the college of this request prior to January 1 of the year the special review is to be conducted.
- 6) Each college shall keep on file for ICCB recognition purposes a copy of its current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.
- 7) Each college shall submit to the ICCB, by September 1<sup>st</sup> each year, a summary report of its previous year's program review results and a copy of its current five-year schedule of program reviews in a format designated by the ICCB. If a college cannot meet this deadline, a written request for an extension shall be submitted to approval from ICCB.

An Illinois Community College Board publication, [Community College Program Review Manual FY 2017- 2021](#) provides more detailed information on program review requirements. It includes features of successful program evaluation systems; sources of need, quality, and cost data; and suggested indicators.

Any questions regarding Program Review should be directed to [Whitney Thompson](#).

## SECTION II - COURSES

### Course Approval

All courses, for which the college seeks credit hour reimbursement (state funding), must be classified for the appropriate funding and approved by ICCB. This includes both credit and non-credit courses as follows:

- PCS 1.1 Baccalaureate/Transfer
- PCS 1.2 Career & Technical Education
- PCS 1.4 Developmental/Remedial
- PCS 1.6 Vocational Skills
- PCS 1.7 Adult Basic Education
- PCS 1.8 Adult Secondary Education
- PCS 1.9 English as a Second Language

New courses of any type, modifications to existing courses of any type, and withdrawal of existing courses must be submitted, via CurricUNET, for ICCB Staff review. CurricUNET is the web-based tool ICCB currently uses for online submission of various additions/deletions/modifications. If you have issues with CurricUNET, need to add a User at your institution, or need to request a change to a pending submission, please contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov)

Requests to add new courses can be made *no later than 30 days* following the offering of the course or *up to a calendar year prior* to offering the course. **Exception:** New courses assigned to a new program cannot be submitted for approval and to be updated onto the Course Master File until after the new program has been approved by all appropriate Boards. New Courses attached to new programs should be submitted for review only with the new program approval application.

Requests to modify an existing course can be made *no later than 30 days* following the offering of the course or *up to a calendar year prior* to offering the course.

Requests to withdraw an existing course can be made *no later than 30 days* following the last offering of the course or *up to a calendar year prior* to its last offering.

When completing the course addition or modification request in CurricUNET (which mirrors information required on the Form 11 and Form 12), be sure to include all information before saving/submitting the course. Missing or incorrect information may result in an error with your submission. **Be Sure to Double Check the Effective Date of Your Submission.** Corrections to an effective date *cannot* be made through CurricUNET. You must contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) for assistance with an effective date correction.

Once a course request has been submitted through CurricUNET, ICCB staff will review and either approve or request more information. *ICCB Staff have 30 days to review all requests.*

Contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with questions.

## **Funding Categories**

All courses offered by a community college for which credit hour reimbursement (state funding) is requested must be approved in an appropriate Funding Category. There are six (6) Funding Categories as follows:

|                    |                                                                  |
|--------------------|------------------------------------------------------------------|
| Funding Category 1 | Baccalaureate/Transfer (PCS 1.0, 1.1)                            |
| Funding Category 2 | Business & Service Occupational & Vocational (PCS 1.2, 1.6)      |
| Funding Category 3 | Technical Occupational & Vocational (PCS 1.2, 1.6)               |
| Funding Category 4 | Health Occupational & Vocational (PCS 1.2, 1.6)                  |
| Funding Category 5 | Remedial/Developmental (PCS 1.4)                                 |
| Funding Category 6 | Adult Education (Basic & Secondary), and ESL (PCS 1.7, 1.8, 1.9) |

The Funding Category for a course is determined by the PCS / CIP (Generic Course Code) combination. During course review, ICCB staff will verify the college has selected an appropriate PCS/CIP combination for the proposed content. If acceptable, the course may be approved for reimbursement. If unacceptable, staff have the authority to seek additional information regarding the PCS/CIP request or to make the appropriate change.

More information regarding specific PCS/CIPs in each of the Funding Categories, contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## **The Generic Course List**

When courses are submitted to the ICCB, staff checks the accuracy of information, including the PCS and CIP code assignment, since this affects the credit hour reimbursements claimed by each college. Staff use *The Generic Course List*, which is based on the Standard Classification of Instruction Programs (CIP), to ensure that all similar courses are classified the same by the ICCB. In most cases the course categories/codes included in the Generic Course List mirror those included in the ICCB Modified CIP List for use with program classification. However, there are often minor differences meaning college staff should always refer to the *Generic Course List* when determining the proposed CIP code for a new course.

A searchable list of Generic Course Codes and their descriptions is available on the ICCB Website at using the following link:

<http://iccbdsrv.iccb.org/generic/genericlookup.cfm>

## **The ICCB Course Master File**

The ICCB Course Master File is the official record of approved courses for each college. Before offering a new course, colleges are required to obtain ICCB approval. The list contains pertinent data, such as the course prefix and number, course title, PCS/CIP number, credit hours, lecture/lab hours, course effective and ending date(s), variable/repeatable status, and curriculum assignment. **Requests for changes to courses should be submitted at least 30 days in advance of the date the changes are expected to take effect.**



Since the college's term-by-term credit hour reimbursement claim is run against the college's ICCB Course Master File, it is VITAL that the information on file be accurate and that the ICCB Course Master File match the college's information.

A copy of the college's Course Master File is available by contacting ICCB Information Technology Staff at (217) 785-0123 or via email at [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us). The headings/descriptions for each field on the Course Master File are indicated on the following page.

### Sample of Master File Listings

Following are examples of what a Course Master File listing would look like if requested by your institution from ICCB. Each of the fields in the record has been labeled and a description of the field provided below.

Colleges should request an updated Course Master File from ICCB on a regular basis. Contact ICCB IT staff at [dp@iccb.state.il.us](mailto:dp@iccb.state.il.us) for this information.

#### Course Master File Record (Active)

|               |          |                           |           |                           |                   |              |                  |              |           |     |        |            |             |                  |            |
|---------------|----------|---------------------------|-----------|---------------------------|-------------------|--------------|------------------|--------------|-----------|-----|--------|------------|-------------|------------------|------------|
| DMED          | 150      | INTERACTIVE DIGITAL MEDIA | 121110801 | DMED                      | 52100N            | 3.00         | 2.00             | 2.00         | A08012003 |     | 354001 |            |             |                  |            |
| ↑             | ↑        | ↑                         | ↑         | ↑                         | ↑                 | ↑            | ↑                | ↑            | ↑         | ↑   | ↑      |            |             |                  |            |
| Course Prefix | Course # | Curriculum Title          | PCS       | Generic Course Code (CIP) | Curriculum Prefix | Curriculum # | Variable Repeats | Credit Hours | Lecture   | Lab | Status | Begin Date | No End Date | Funding Category | District # |

#### Course Master File Record (Withdrawn)

|               |          |                           |           |                           |                   |              |                  |              |           |          |        |            |          |                  |            |
|---------------|----------|---------------------------|-----------|---------------------------|-------------------|--------------|------------------|--------------|-----------|----------|--------|------------|----------|------------------|------------|
| DMED          | 160      | WEB SERVER ADMINISTRATION | 121110901 | DMED                      | 52100N            | 3.00         | 2.00             | 2.00         | W08012003 | 01012016 | 354001 |            |          |                  |            |
| ↑             | ↑        | ↑                         | ↑         | ↑                         | ↑                 | ↑            | ↑                | ↑            | ↑         | ↑        | ↑      |            |          |                  |            |
| Course Prefix | Course # | Curriculum Title          | PCS       | Generic Course Code (CIP) | Curriculum Prefix | Curriculum # | Variable Repeats | Credit Hours | Lecture   | Lab      | Status | Begin Date | End Date | Funding Category | District # |

## **Description of Columns on the ICCB Course Master File**

**Pref/Numb:** The individual nine-digit alpha/numeric code assigned to each course (becomes the course identifier). The Prefix is limited to five characters and the number is limited to four.

**Title:** The approved title of the college's course (maximum of 36 characters, so some include abbreviations)

**PCS:** The ICCB Program Classification System code (two digits)

- 1.1 = Baccalaureate/Transfer/General Academic
- 1.2 = Occupational/Technical Instruction
- 1.3 = Noncredit courses
- 1.4 = Remedial Education
- 1.5 = General Studies
- 1.6 = Vocational Skills
- 1.7 = Adult Basic Education
- 1.8 = Adult Secondary Education
- 1.9 = English as a Second Language

**CIP CODE:** Classification of Instructional Programs Code (national coding system). Six digits are used to denote discipline or occupational areas.

**Curriculum Prefix:** College curriculum prefix and number to which the course (Note: only one curriculum ID is recorded)

**Curriculum Number:** College curriculum number to which the course belongs.

**Repeat:** The number of times a course can be repeated for credit. The maximum that can be entered is three repeats (one digit). \*\* See notes below.

**VARIABLE:** Notes whether a course is being offered for variable credit hours (one digit). See CR HR for listing

**LECT:** The number of hours of lecture/discussion per week in a semester/quarter (four digits--two decimal places). (Must be listed in increments of one-half (.50) or whole (1.00) credit hours.

**Lab:** The number of hours of lab/clinical instruction per week in a semester/quarter (four digits--two decimal places). Must be listed in increments of one-half (.50) or whole (1.00) credit hours

**STATUS:** Status of a course (Active, Withdrawn, or Nonfunded) (One character)

**BEGIN:** Beginning date; i.e., the date on which the course in this form became effective (mm/dd/yyyy)

**End:** Ending date; i.e., the date on which the course in this form was withdrawn or became inactive (mm/dd/yyyy)

**Fund:** ICCB funding category (machine-generated by PCS/CIP combination) (one digit)

**School:** District number (three digits) and college number (01 for all single-college districts)

## Form 11 Course Addition/Withdrawal/Reuse On Course Master File Instructions

In order for a college to add a new course to its list of offerings, remove (withdraw) an existing course from its list of offerings, or reuse a previously withdrawn course a Form 11 must be submitted to ICCB for staff review and approval. The electronic version of the Form 11 is available for submission through CurricUNET. The information requested on the hard copy Form 11 is mirrored in the information required for electronic submission.

Following is a description of each field for which information is requested on the Form 11. Directions on submitting the electronic version of the Form 11 through CurricUNET are also provided.

**Course Prefix, Number and Title.** This information is unique to your college. Each institution has its own method(s) for determining how courses are identified. ICCB uses this information to store information about each approved course on the ICCB Course Master File. The Prefix can be up to 5 characters in length, the Number can be up to 4 characters in length, the Title must be abbreviated at 36 characters.

**Course Contact Hour to Credit Hour Calculations and Verification.** Information on determining the amount of credit hours a given course should be offered for can be found in the ICCB Administrative Rules Section 1501.309 Course Classification and Applicability. This Section defines the required number of instructional contact hours per credit hour awarded. Contact hour to credit hour calculations are based on minimum requirements, using a 50-60 minute contact hour, over a 15-16 week semester.

Contact hour to credit hour requirements are as follows:

- **Lecture-oriented** courses: 15 contact hours per 1 credit hour. (i.e. 45 contact hours = 3 credit hours)
- **Laboratory, Clinical Laboratory or Clinical Practicum** courses: 30-60 contact hours per 1 credit hour. (i.e. 90 contact hours = 3 credit hours)
- **Internship or On-the-Job Training** courses: 75-149 contact hours per 1 credit hour. (i.e. 225 contact hours = 3 credit hours)

**Notes:** Instructional contact hour information should be included in the course syllabus, which should be attached to the Course Form/submission via CurricUNET.

**Curriculum Prefix and Number.** This information is unique to your college. Each course must be assigned to an approved Active curriculum at your institution. The Curriculum Prefix and Number provided should match an approved Active curriculum on the ICCB Curriculum Master File. The PCS code for the course should, in most cases, match the PCS of the curriculum. Course submissions where this does not occur will be taken into consideration, however the college maybe asked to provide justification for structure, evidence of transferability, curriculum layout, and evidence of faculty qualifications satisfying ICCB rules.

**Course Effective Date.** The day prior to the first day of the course for which apportionment is desired. Forms must be received within 30 days (before or after) of the effective date.

**Times Repeat.** The number of times the course can be repeated. A course can be taken once, repeated 1-3 times. The first time a student enrolls is not counted as part of the repeat number. A course can be repeated for a maximum of three times. Courses will be approved for repeatable status only if the course meets the requirements established in ICCB Rule 1501.309h. ***Justification for repeatable status for a specific course must be included with the submission of the Form 11 through CurricUNET. This is also required for courses being modified from 0 to 1-3 repeats.*** The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB must indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of the course as repeated. Courses that may be repeatable are those in which the content varies from term-to-term or from student-to-student (e.g., independent study, special topics, internships, courses needed to maintain certification and licensure, adult basic and secondary education, and remedial/developmental courses).

**Note on Special Topics Courses:** No topic/issue/seminar can be offered more than twice within three years.

**\*\* Notes on Repeatability:** Section 1501.309 h) of the ICCB Administrative Rules outlines requirements for courses to be approved as repeatable. Subsection h)2) outlines options specifically for vocational skills courses which must be retaken by law for persons employed in a related occupation to maintain employment. These courses may be approved for repeatability beyond the limits described in Subsection h)1)A). If you have a course that meets this criteria, please contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) for information on requesting a waiver to the course repeatability rule limit.

**Variable Courses.** The maximum amount of credit allowable to earn. If a course is being requested as variable credit 0.5 – 3.0ch, 3.0 would be entered into this field. This includes independent study, internship, or special topics courses whose subject matter and number of credit hours may vary from section-to-section, term-to-term, or student-to-student. The syllabus must show the increments of credit for which the course can be taken. For courses other than internship, independent study, and special topics courses, it is often easier to offer each increment or module as a separate course. The method of determining the amount of credit for each section, term, or student must be specified in the catalog and on the syllabus. ***Justification for variable credit must be included with the submission of the Form 11 through CurricUNET. This is also required for courses being modified from non-variable to Variable credit.*** The college's catalog, the course syllabus and the course classification form requesting approval of variable credit by the ICCB must show the increments of credit for which the course can be taken and must indicate the number of such credits that will apply towards degree or certificate completion for the single course or a combination of the course at variable credit hours. The ICCB Course Master File will list the maximum hours for the course.

**Note on Special Topics Courses:** No topic/issue/seminar can be offered more than twice within three years.

*Please note staff have 30 days to process all requests.*

## Directions on Course Form Submission through CurricUNET

### **To Add a New Course (electronic submission via CurricUNET):**

- Go to Upload a Course.
- Select Add Course. Proposal Type will indicate “New”.
- Enter all information as required/select from the drop down menu as appropriate. If Course Prefix is new (not already available in the drop down menu), select “New” and enter the new course prefix information.
- Attach Files as necessary, i.e. Course Outline/Syllabus, Adult Education forms, Articulation forms, etc...
- Select Save.

### **To Withdraw a Course (electronic submission via CurricUNET):**

- Go to Upload a Course.
- Select Withdraw Course.
- Select the appropriate Course prefix and number. At the top of the page, the Proposal Type will indicate “Withdraw”.
- Indicate the effective date which will be the date the course becomes withdrawn and no longer offered.
- Select Save.

### **To Reuse a Course (electronic submission via CurricUNET):**

- Go to Upload a Course.
- Select Reuse Course.
- Select the appropriate Course prefix and number. At the top of the page, the Proposal Type will indicate “Reuse”.
- Make any appropriate changes to the course information. If changing Repeat or Variable status, include proper rationale. Attach Files as necessary, i.e. Course Outline/Syllabus, Adult Education forms, Articulation forms, etc...
- Indicate the effective date which will be the date the course becomes active again.
- Select Save.

### **For All Course Submissions**

Attach the necessary *additional forms* as appropriate to submit via CurricUNET:

- Form 11C/11D for Adult Education/ESL consideration
- Form 11E for CTE Bridge consideration
- Form 13 for Baccalaureate/Transfer consideration (3 Form 13s required)

Form 11: Course Addition/Withdraw/Reuse

**Illinois Community College Board**  
**Course Addition/Withdraw/Reuse**  
*(submitted via CurricUNET)*

|                                                                                                              |                                                  |                               |  |                                                                                   |                           |                                  |  |    |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------|--|-----------------------------------------------------------------------------------|---------------------------|----------------------------------|--|----|
| <b>College Name:</b>                                                                                         |                                                  |                               |  |                                                                                   | <b>5-Digit College #:</b> |                                  |  |    |
| Course Action Desired:                                                                                       |                                                  | ADD (complete sections A & B) |  | Withdraw (complete section A only)                                                |                           | Reuse (complete sections A & B ) |  |    |
| <b>A</b>                                                                                                     | <b>Course Prefix:</b>                            |                               |  | <b>Course Number:</b>                                                             |                           |                                  |  |    |
| <b>Course Title:</b>                                                                                         |                                                  |                               |  | <b>PCS/CIP:</b>                                                                   |                           |                                  |  |    |
| <i>Title cannot exceed 36 characters, including spaces &amp; punctuation</i>                                 |                                                  |                               |  | Consider for Adult Education Funding<br>If yes, <i>attach Form 11C - Required</i> |                           | yes                              |  | no |
|                                                                                                              |                                                  |                               |  | Documentation for transfer course articulation is attached<br>(please check)      |                           |                                  |  |    |
| Course Ending Date: (For Withdrawal)                                                                         |                                                  |                               |  |                                                                                   |                           |                                  |  |    |
| Course Description as It Will Appear in the College Catalog: <i>(Please insert description in box below)</i> |                                                  |                               |  |                                                                                   |                           |                                  |  |    |
|                                                                                                              |                                                  |                               |  |                                                                                   |                           |                                  |  |    |
| <b>Curriculum Prefix:</b>                                                                                    |                                                  | <b>Curriculum Number:</b>     |  | <b>5-digit college #:</b><br><i>(For multi districts only)</i>                    |                           |                                  |  |    |
| <b>B</b>                                                                                                     | <b>Students The Course Is Expected To Serve:</b> |                               |  |                                                                                   |                           |                                  |  |    |
| Times Repeat (0 to 3):                                                                                       |                                                  | Variable (N or V):            |  |                                                                                   |                           |                                  |  |    |
| <i>(Attach justification for course repetition and variable credit hours)</i>                                |                                                  |                               |  |                                                                                   |                           |                                  |  |    |
| Credit Hours:                                                                                                |                                                  | Lecture Hours:                |  | Lab Hours:                                                                        |                           | <b>Effective Date:</b>           |  |    |
| Signed:                                                                                                      |                                                  |                               |  |                                                                                   |                           |                                  |  |    |
| Chief Administrative Officer                                                                                 |                                                  |                               |  |                                                                                   |                           | Date                             |  |    |

|                       |                |                   |             |                      |
|-----------------------|----------------|-------------------|-------------|----------------------|
| <b>ICCB Use Only:</b> | Circle Status: | A-Active          | W-Withdrawn | N-Approved/Nonfunded |
| Indicate Update Type: | A-Add          | W-Withdraw        | Q-Reuse     | Other                |
| Processed by:         | On:            | Record Updated By | On:         |                      |







See Program Manual Section 7 for details on what to include in Course Description and submitting courses.  
*Not all questions may be applicable to all providers.*  
**For More Information:**  
 ICCB, Associate Director for Program Compliance, Adult Education & Literacy

**New Course Submission – Adult Ed/ESL Courses  
 (Form 11C)**  
*(must be submitted with Form 11 as an attachment via CurricUNET)*

**Provider Name:** \_\_\_\_\_ **APC # & Code/5-Digit College #:** \_\_\_\_\_

**Instructional Category:** \_\_\_\_\_ **PCS Code:** \_\_\_\_\_ **CIP Number:** \_\_\_\_\_ **Fixed Enrollment:** \_\_\_\_\_ **Open Enrollment:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_

**Intensity and Duration** (Hrs. per Day/Days per Week/Number of Weeks): \_\_\_\_\_

**Population the Course is Expected to Serve:** \_\_\_\_\_

**Credit Hour Total:** \_\_\_\_\_

**Fixed:** \_\_\_\_\_

**Variable:** \_\_\_\_\_

(Include justification for variable credit hours.)

**Lecture Hours:** \_\_\_\_\_

**Incorporated Lab Hours:** \_\_\_\_\_

(Funding does not pay for separate lab sections.)

**Job Skills Incorporated:** \_\_\_\_\_

**Citizenship Only:** \_\_\_\_\_

**Math Only:** \_\_\_\_\_

**I-Pathways:** \_\_\_\_\_ *If yes...*

*Distance Education:* \_\_\_\_\_

*Hybrid:* \_\_\_\_\_

*As supplemental instruction:* \_\_\_\_\_

**Bridge Course:** \_\_\_\_\_

(If yes, fill out form 11E in addition to this form.)

**Units of Instruction Minimum:** \_\_\_\_\_

**Units of Instruction Maximum:** \_\_\_\_\_

**Times Course Can Be Repeated:** \_\_\_\_\_

**Course Description:**

**Submitted By:** \_\_\_\_\_

Printed Name

Title

Phone

Signature

Date

E-Mail

**Approved:** \_\_\_\_\_

**Not Approved:** \_\_\_\_\_

**Reviewed By:** \_\_\_\_\_

Printed Name

Title

**Date Received:** \_\_\_\_\_ **Process Date:** \_\_\_\_\_

Signature

Date

**Course Modification – Existing Adult Ed/ESL Courses  
 (Form 11D)**  
*(must be submitted with Form 11 as an attachment via CurricuNET)*

For More Information:  
 ICCB, Associate Director for Program Compliance, Adult Education & Literacy

**Provider Name:** \_\_\_\_\_ **APC # & Code/5-Digit College #:** \_\_\_\_\_

**Instructional Category:** \_\_\_\_\_ **PCS Code:** \_\_\_\_\_ **CIP Number:** \_\_\_\_\_ **Fixed Enrollment:** \_\_\_\_\_ **Open Enrollment:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_

**Intensity and Duration** (Hrs. per Day/Days per Week/Number of Weeks): \_\_\_\_\_

**Population the Course is Expected to Serve:** \_\_\_\_\_

**Credit Hour Total:** \_\_\_\_\_

**Fixed:** \_\_\_\_\_

**Variable:** \_\_\_\_\_

(Include justification for variable credit hours.)

**Lecture Hours:** \_\_\_\_\_

**Incorporated Lab Hours:** \_\_\_\_\_

(Funding does not pay for separate lab sections.)

**Job Skills Incorporated:** \_\_\_\_\_

**Citizenship Only:** \_\_\_\_\_

**Math Only:** \_\_\_\_\_

**I-Pathways:** \_\_\_\_\_ *If yes...*

*Distance Education:* \_\_\_\_\_

*Hybrid:* \_\_\_\_\_

*As supplemental instruction:* \_\_\_\_\_

**Bridge Course:** \_\_\_\_\_

(If yes, fill out form 11E in addition to this form.)

**Units of Instruction Minimum:** \_\_\_\_\_

**Units of Instruction Maximum:** \_\_\_\_\_

**Times Course Can Be Repeated:** \_\_\_\_\_

**Detailed Description of What is Being Changed and Why:**

**Submitted By:** \_\_\_\_\_

Printed Name

Title

Phone

Signature

Date

E-Mail

**Approved:** \_\_\_\_\_

**Not Approved:** \_\_\_\_\_

**Reviewed By:** \_\_\_\_\_

Printed Name

Title

**Date Received:** \_\_\_\_\_ **Process Date:** \_\_\_\_\_

Signature

Date



**Bridge Course Addendum 11E**

*(must be submitted with Form 11 as an attachment via CurricUNET)*

**Program/Community College Name:** \_\_\_\_\_

**APC # & Code/5-Digit College #:** \_\_\_\_\_

**PCS Code:** \_\_\_\_\_ **CIP Number:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_

**Bridge Course:**

- Stand Alone Course
- Part of a series of courses  
(Attach a list of all other courses that will be a part of the series.)

**Bridge Course must include the following core elements:**

- Contextualized Instruction
- Career Development
- Transition Services *(A copy of the course curriculum and the details/description of the transition services as defined in the Provider Manual Bridge Definition details provided below must be sent to the ICCB.)*

**Bridge Course Career Cluster:**

- Health Science
- Business Management and Administration
- Information Technology
- Manufacturing
- Education and Training
- Law, Public Safety, Corrections and Security
- Transportation, Distribution, and Logistics
- Finance
- Marketing
- Agriculture, Food, and Natural Resources
- Government & Public Administration
- Science, Technology, Engineering, & Mathematics
- Architecture and Construction
- Hospitality and Tourism
- Arts, A/V Technology, and Communications
- Human Services

**Provider Manual Bridge Definition Details**

Three core elements are required to be included as part of a bridge program:

- *Contextualized instruction* that integrates basic reading, math, and language skills and industry/occupation knowledge.
- *Workforce Preparation/Career development* includes instruction in workplace language, career readiness/exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- *Transition services* that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, study skills, coaching, and referrals to individual support services, e.g., transportation and child care.

See Program Manual Section 7 for more details.  
**Send all completed forms to**  
**ICCB, Associate Director of Program Compliance, Adult Education**

**Form 11OL ILCCO Course Addition**

**Illinois Community College Board  
ILCCO Course Addition**

Forms must be submitted for approval within 30 days (before or after) of the effective date. A single Form 11-OL may be used to submit from one or two courses taught at one or two institutions. The college official who submits course additions to ICCB should sign and date the form. It is important that ILCCO course addition requests follow the same internal processes at your college as courses which are not being offered online. This will help ensure that your college receives the credit hour reimbursements to which it is entitled.

**Submit two copies**

|                               |                                                 |
|-------------------------------|-------------------------------------------------|
| <b>Receiving College Name</b> | <b>Receiving College 5-Digit College Number</b> |
|-------------------------------|-------------------------------------------------|

|                                       |                                       |                                                 |                 |
|---------------------------------------|---------------------------------------|-------------------------------------------------|-----------------|
| <b>(From) Teaching College Name</b>   |                                       | <b>Teaching College 5-Digit College Number</b>  |                 |
| <b>Teaching College Course Title</b>  |                                       | <b>Teaching College IAI Code, if applicable</b> |                 |
| <b>Teaching College Course Prefix</b> | <b>Teaching College Course Number</b> | <b>PCS Code</b>                                 | <b>CIP Code</b> |

|                                                                                        |                                        |                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>(To) Receiving College Course Title</b>                                             |                                        | <b>Effective Date</b>                                                                                                                                                                                                                                                                                                |  |
| <small>(Title cannot exceed 36 characters, including spaces &amp; punctuation)</small> |                                        | <small>(Effective Date is the day prior to the first day the course is offered to students)</small>                                                                                                                                                                                                                  |  |
| <b>Receiving College Course Prefix</b>                                                 | <b>Receiving College Course Number</b> | <b>Course Action Desired:</b><br><input type="checkbox"/> <b>A-Add.</b> To be used if the course prefix/number combination is new at your institution.<br><input type="checkbox"/> <b>R-Reuse.</b> To be used if the course prefix/number combination has already been used for another course and is now withdrawn. |  |

|                                       |                                       |                                                 |                 |
|---------------------------------------|---------------------------------------|-------------------------------------------------|-----------------|
| <b>(From) Teaching College Name</b>   |                                       | <b>Teaching College 5-Digit College Number</b>  |                 |
| <b>Teaching College Course Title</b>  |                                       | <b>Teaching College IAI Code, if applicable</b> |                 |
| <b>Teaching College Course Prefix</b> | <b>Teaching College Course Number</b> | <b>PCS Code</b>                                 | <b>CIP Code</b> |

|                                                                                        |                                        |                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>(To) Receiving College Course Title</b>                                             |                                        | <b>Effective Date</b>                                                                                                                                                                                                                                                                                                |  |
| <small>(Title cannot exceed 36 characters, including spaces &amp; punctuation)</small> |                                        | <small>(Effective Date is the day prior to the first day the course is offered to students)</small>                                                                                                                                                                                                                  |  |
| <b>Receiving College Course Prefix</b>                                                 | <b>Receiving College Course Number</b> | <b>Course Action Desired:</b><br><input type="checkbox"/> <b>A-Add.</b> To be used if the course prefix/number combination is new at your institution.<br><input type="checkbox"/> <b>R-Reuse.</b> To be used if the course prefix/number combination has already been used for another course and is now withdrawn. |  |

|                       |                          |           |
|-----------------------|--------------------------|-----------|
| <b>ICCB USE ONLY:</b> | <b>Record Updated by</b> | <b>ON</b> |
|-----------------------|--------------------------|-----------|

Form 12: Course Master File Changes

**Illinois Community College Board**  
**Course Master File Changes**  
*(submitted via CurricUNET)*

|                                                          |               |           |                                                           |              |                                |               |             |                 |               |          |
|----------------------------------------------------------|---------------|-----------|-----------------------------------------------------------|--------------|--------------------------------|---------------|-------------|-----------------|---------------|----------|
| <b>College Name</b>                                      |               |           | <b>5-Digit College No.</b>                                |              |                                |               |             |                 |               |          |
| <b>Complete for ALL Courses:<br/>Current Information</b> |               |           | <b>Complete Only Items to be changed:<br/>Information</b> |              |                                |               |             |                 |               |          |
| PCS code                                                 | Course Prefix | Course No | Course Prefix                                             | Course#      | Title (limit to 36 characters) |               |             | PCS CIP Code    | Curric Prefix | Curric # |
|                                                          |               |           |                                                           |              |                                |               |             |                 |               |          |
|                                                          |               |           | # of Repeats                                              | Variable Y N | Credit hours                   | Lecture hours | Lab hours   | Effective Date: |               |          |
|                                                          |               |           |                                                           |              |                                |               |             |                 |               |          |
| PCS code                                                 | Course Prefix | Course No | Course Prefix                                             | Course#      | Title (limit to 36 characters) |               |             | PCS CIP Code    | Curric Prefix | Curric # |
|                                                          |               |           |                                                           |              |                                |               |             |                 |               |          |
|                                                          |               |           | # of Repeats                                              | Variable Y N | Credit hours                   | Lecture hours | Lab hours   | Effective Date: |               |          |
|                                                          |               |           |                                                           |              |                                |               |             |                 |               |          |
| PCS code                                                 | Course Prefix | Course No | Course Prefix                                             | Course#      | Title (limit to 36 characters) |               |             | PCS CIP Code    | Curric Prefix | Curric # |
|                                                          |               |           |                                                           |              |                                |               |             |                 |               |          |
|                                                          |               |           | # of Repeats                                              | Variable Y N | Credit hours                   | Lecture hours | Lab hours   | Effective Date: |               |          |
|                                                          |               |           |                                                           |              |                                |               |             |                 |               |          |
| SIGNED BY                                                |               |           |                                                           | DATE         |                                | ICCB USE ONLY | UPDATED BY: |                 | ON            |          |
| College Official Responsible                             |               |           |                                                           |              |                                |               |             |                 |               |          |

## Form 12 Instructions: Course Master File Changes / Course Modification Requests

*(Submitted via CurricUNET)*

Modifications to individual existing courses already on a college's Course Master File can be made using the electronic version of the Form 12 submitted via CurricUNET. The information requested on the hard copy Form 12 is mirrored in the information required for submission through CurricUNET. Directions on submitting the electronic version of the Form 12 through CurricUNET are also provided.

Following are changes that can be made to the information on the Course Master File record:

- Course Prefix and Number
- Course Title
- PCS/CIP Code
- Curriculum Assignment
- Credit/Lecture/Lab Hours
- Repeatability or Variable Credit

Requests must be received within 30 days (before or after) the effective date of requested modification.

### **Directions**

To **Modify** an Existing Course (electronic submission via CurricUNET):

- Go to Upload a Course.
- Select Modify Course.
- Select Prefix/Number of the course to be modified.
- Enter, or select from the drop down menu, the new information to be changed for this program. If changing Repeat or Variable status, include proper rationale. Attach Files as necessary, i.e. Course Outline/Syllabus, Adult Education forms, Articulation forms, etc...
- Indicate the effective date for this change to take place.
- Select Save.

**NOTE: To request a single or multiple modification to a large number of courses, i.e. assign new prefix and/or new numbers to all or a substantial number of the college's courses, please see the Volume Change Request Form 12A or contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).**





## Transfer Course Articulation

ICCB Rule, Section 1501.309(d)(1) states:

Lower-Division Baccalaureate Courses. Courses designed to meet lower division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:

- at least three Illinois public universities, or
- at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer, or
- one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.

**Therefore, courses that are approved for the Illinois Articulation Initiative (IAI) need no further documentation of articulation.**

**For courses that are offered as part of a transfer program (AA or AS) that are not IAI-approved,** community colleges are required to keep current (within the last five years) articulation documents on file and available upon request from the ICCB.

Colleges have the following four options for articulating transfer courses:

1. Secure approval of a course from an IAI general education or baccalaureate major advisory committee indicating it is articulated statewide.
2. Articulate the course with three Illinois public universities by obtaining three signed Form 13s.
3. Articulate the course with the three baccalaureate degree-granting colleges/universities to which a majority of the community college's students transfer. This option can include private and/or out-of-state colleges and universities. When using this option, the college should verify that a majority of its students transfer to the three colleges and universities where the course was articulated.
4. Articulate the course with one or more baccalaureate degree-granting colleges/universities to which a majority of the college's students in the field for which the course is required transfer. This can be used for fields like agriculture from which a majority of the students transfer to one university. When using this option, the college should verify that a majority of its students in a particular field transfer to the college/university where the course was articulated.

To facilitate articulation of courses with colleges and universities, a special course articulation form (Form 13) developed by the Transfer Coordinators of Illinois Colleges and Universities is included on the next page. Suggested guidelines for completing course articulation requests are available.

|                                      |              |  |
|--------------------------------------|--------------|--|
| <b>Form 13</b><br><b>(July 2019)</b> | Today's Date |  |
|                                      | Return By    |  |

### ARTICULATION REQUEST

|              |                   |            |            |
|--------------|-------------------|------------|------------|
| <b>FROM:</b> |                   | <b>To:</b> |            |
|              | Community College |            | University |

#### COMMUNITY COLLEGE SECTION

|                |  |               |  |              |           |         |  |     |
|----------------|--|---------------|--|--------------|-----------|---------|--|-----|
| Course Title:  |  |               |  |              | PCS Code: |         |  |     |
| Course Prefix: |  | Course Number |  | Credit hours |           | Lecture |  | Lab |

**Check one: This is:**

|                                  |                                                   |  |
|----------------------------------|---------------------------------------------------|--|
| <input type="checkbox"/>         | A proposed course. Effective date of first class: |  |
| <input type="checkbox"/>         | An established course.                            |  |
| <input type="checkbox"/>         | A revised course. Effective date of change:       |  |
| Explain nature of the change(s): |                                                   |  |

**Transferology SECTION** (List universities and obtain copies of current tables)

|                                                                      |             |  |
|----------------------------------------------------------------------|-------------|--|
| Existing course: Evidence of articulation available on Transferology | University: |  |
| University:                                                          | University: |  |

**Return completed form to:**

|         |  |
|---------|--|
| Name:   |  |
| E-mail: |  |

#### SENIOR INSTITUTION SECTION

|                                                              |                                                                                         |  |     |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------|--|-----|
| Please answer the following                                  |                                                                                         |  |     |
| 1. This course will be accepted as transfer credit.          | Yes:                                                                                    |  | No: |
| 2. If accepted, it will articulate as: (choose one):         |                                                                                         |  |     |
| <input type="checkbox"/>                                     | Direct Equivalent to:                                                                   |  |     |
| <input type="checkbox"/>                                     | If not evaluated as a direct equivalent, what could be changed to make this equivalent? |  |     |
| <input type="checkbox"/>                                     | Major/Department Elective<br>Please identify major or department:                       |  |     |
| <input type="checkbox"/>                                     | General Elective                                                                        |  |     |
| 3. This course will apply to general education requirements. |                                                                                         |  |     |
| <input type="checkbox"/>                                     | Yes. If so, identify the general education area(s) for which this course will apply:    |  |     |
| <input type="checkbox"/>                                     | No.                                                                                     |  |     |
| 4. Indicate effective date (term/year)                       |                                                                                         |  |     |
| 5. Comments or questions:                                    |                                                                                         |  |     |
| <b>APPROVED BY:</b>                                          | Date:                                                                                   |  |     |
| <i>Official Transfer Coordinator, Senior Institution</i>     | Email:                                                                                  |  |     |

## Articulation Request

The Articulation Request Form (Form 13) represents a request for evidence of articulation of a course between a community college and a senior institution. The directory of Transfer Coordinators of Illinois Colleges and Universities identifies those individuals responsible for course articulation including the completion of this request. The form and procedures have been developed and approved by the Transfer Coordinators in cooperation with the Illinois Community College Board and the Illinois Board of Higher Education.

### **Form 13 Instructions**

**For the community college:** The Articulation Request form should be submitted well in advance of the date the course will be used. Complete the community college section and attach the following:

A detailed course syllabus which includes the following:

- a. college name
- b. date syllabus and supportive materials were prepared
- c. course catalog description with course number, prefix, credit hours, and contact hours(lecture/lab)
- d. course prerequisite(s)
- e. objectives of the course
- f. student learning outcomes
- g. weekly or daily topical outline including a topical outline of laboratory experiences, if appropriate
- h. method(s) of evaluation
- i. text(s) used

When appropriate, note:

- a. required reading lists
- b. lab information (e.g., topics covered and a brief description of desired outcomes)
- c. delivery system if nontraditional
- d. required writing

Completed articulation agreements should be on file by the time the college submits the course addition forms to the ICCB.

**For the senior institution:** The senior institutions are to complete the appropriate section and return the Form 13 to the community college transfer coordinator as soon as possible.

### **Notes:**

- The Form 13 must be physically or digitally signed. Typed signatures are not appropriate on this documentation.

- Form 13s must be updated every five years.
- Three Form 13s must be submitted with each new baccalaureate/transfer (PCS 1.1) course requested. The Form 13s are submitted as an attachment to a New Course Addition request the college submits to ICCB for approval via CurricuNet.
- Three Form 13s must be submitted with any course changing to PCS Code 1.1. For example, a PCS 1.2 Agriculture course being modified to a PCS 1.1 course. The Form 13s are submitted as an attachment to a Course Modification request the college submits to ICCB for approval via CurricuNet.
- Form 13s may also be requested to show evidence of articulation in other ICCB program accountability and compliance initiatives, such as Program Review and Recognition.

***Keep Your Form 13s Updated!***



# CAREER & TECHNICAL EDUCATION

Career Connected Learning  
for All Students

---

## *Comprehensive Local Needs Assessment for Secondary Education*

*Updated 2/28/20*



**Illinois  
State Board of  
Education**

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# Illinois Perkins V Comprehensive Local Needs Assessment for Secondary Education

## Illinois State Board of Education

*One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local grant recipients to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.*

*The new needs assessment is designed as the foundation of Perkins V implementation at the local level - it drives your local application development and future spending decisions. It should be seen as a chance to take an in depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community<sup>1</sup>.*

To implement the comprehensive local needs assessment, you must evaluate, in consultation with a wide range of stakeholders, how your overall CTE offerings measure up on:

- Student performance by subgroup on Perkins core indicators
- Alignment to labor market needs
- Size, scope and quality of CTE programs offered
- Progress toward implementing CTE programs and programs of study
- Recruitment, retention and training for CTE educators and support professionals
- Progress toward implementing and improving equal access and equity to CTE for all students

Guided by the suggestions from Advance CTE, the goal of this document is to provide an overview of how to get started on your comprehensive local needs assessment and help you translate the language in the law into concrete, actionable steps that not only completes the requirements but also engages stakeholders in meaningful, regular, data-driven consultation that drives program quality and equity. The CLNA is arranged by the required components and includes guidance on gathering information, discussions around data points, recording your findings, and merging those findings as you begin the local application process.

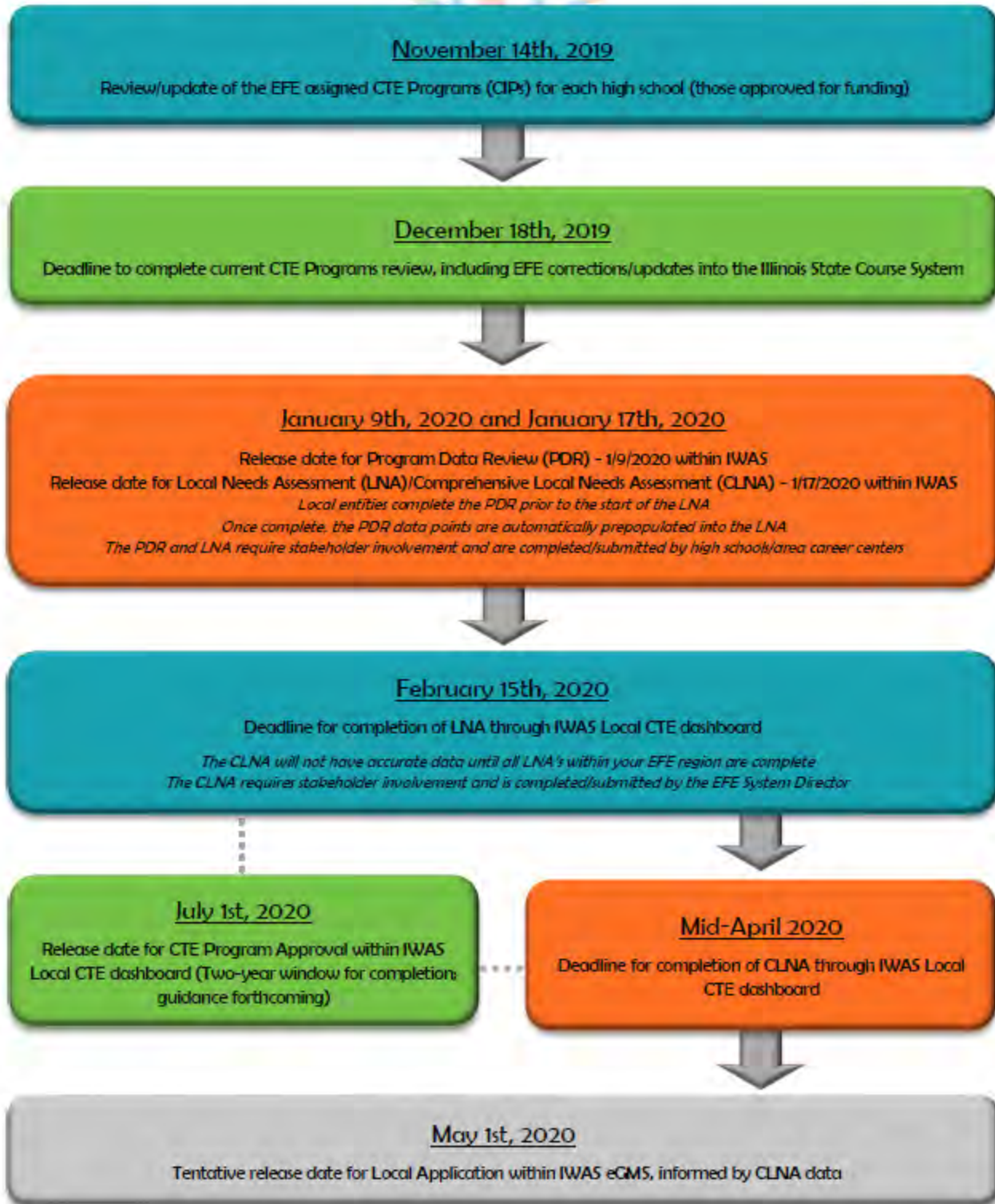
The secondary Illinois Comprehensive Local Needs Assessment process consists of the following steps:

1. *Verification of current approved Programs of Study* (ISBE will provide list to be approved; this step must be completed prior to stakeholder engagement)
2. *Completion the Program Data Review (PDR)* (secondary schools must complete)
3. *Completion of Local Needs Assessment (LNA)* (secondary districts must complete)
4. *Identification of Planning Team* (stakeholder engagement; establish dates to meet with stakeholders to complete CLNA)
5. *Identification of data sources* (PDR and LNA results will be provided for review)
6. *Analysis of the disaggregated data* (stakeholder discussion with prompts; many data points are prepopulated from the PDR and LNA)
7. *Identification of areas of growth and strengths* (what is working; summaries within each area of measurement)
8. *Identification of areas of opportunity* (what requires improvement; summaries within each area of measurement)
9. *Prioritization of opportunities* (create a timeline based on your needs for each area of measurement within the programs of study)

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<sup>1</sup> Maximizing Perkin V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

# Needs Assessment/Local Application Timeline



Updated 1/17/2020



# Component 1

## Program Data Review (PDR)

*Secondary schools, area career centers, and EFE region centers will access the PDR through the CTE Program Data Review system, in ISBE Web Application Security (IWAS), to provide data points on various components of each program of study within their school. Additionally, information regarding professional learning opportunities will be identified. PDR data points will be compiled and available in the Local Needs Assessment and Comprehensive Local Needs Assessment. See PDR Terms and Definitions.*

### Program of Study level data:

**Indicate yes or no for each program of study in the following areas:**

- **Enrollment Size** – Are the class and program enrollment minimums and maximums justified by the program of study (POS) local advisory committee?
- **Academic Standards** – Does the POS incorporate challenging State academic standards?
- **Technical Knowledge and Skills** – Does the POS address technical knowledge and skills?
- **Employability Skills** – Does the POS incorporate a progression of employer-informed essential employability competencies?
- **Placement Data** – Within the POS, do you collect 1-year postsecondary placement data? 5-year postsecondary placement data? *Placement data is defined as postsecondary education or advanced training, military service or a service program under the National and Community Service Act, are volunteers in the Peace Corps, or are employed.*
- **Certification/Credential Opportunities** – Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials.
- **Advisory Committee** – Does the POS have an advisory committee?
- **Orientation Course** – Does the POS course sequence include a quality orientation course providing a broad understanding of a cluster or cluster grouping?
- **Advanced Course** – Does the POS course sequence include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education?
- **Team-based Challenges** – Does the POS include Team-based Challenges?
- **CTSOs** – Does the POS have an active CTSO?
- **Work-based Learning** – Does the POS include work-based learning opportunities such as internships, service learning, school-based enterprise or apprenticeships? Please see the PDR Terms and Definitions ( ) for a full list of work-based learning opportunities.
- **Appropriate Facilities, Equipment, Technology and Materials Aligned to Industry Input** – Is the POS offered in appropriate and accessible facilities using industry standard technology and equipment?

### School-wide data:

**Indicate yes or no for the following:**

- Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course? *This could occur at the middle school level.*

**Professional Learning Opportunities:**

**CTE Professional Capacity: Identify the number of professionals in each area indicated below that were working with and within your CTE Program(s) over the past three years (FY2017 – FY2019). See PDR Terms and Definitions A for more information on these roles.**

- CTE Teachers
- Other Faculty
- School Leaders
- Administrators
- Specialized Instructional Support Personnel
- Career Guidance and Academic Counselors
- Paraprofessionals

**For the past three years (FY2017 – FY2019), indicate any professional learning opportunities that were offered for the following:**

|                                                                                                                                                                                                                                                                          | CTE Teachers | Other Faculty | School Leaders | Administrators | Specialized Instructional Support Personnel | Career Guidance and Academic Counselors | Paraprofessionals |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|----------------|----------------|---------------------------------------------|-----------------------------------------|-------------------|
| Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula                                                                             |              |               |                |                |                                             |                                         |                   |
| Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students                                                                                                                                                           |              |               |                |                |                                             |                                         |                   |
| Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials                                                                                |              |               |                |                |                                             |                                         |                   |
| Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators                                                                                                                         |              |               |                |                |                                             |                                         |                   |
| Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs                                                                                                           |              |               |                |                |                                             |                                         |                   |
| Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices                                                                                                          |              |               |                |                |                                             |                                         |                   |
| Training to provide appropriate accommodations for individuals with disabilities                                                                                                                                                                                         |              |               |                |                |                                             |                                         |                   |
| Training in frameworks to effectively teach students, including a focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral spaces that provide access to tools |              |               |                |                |                                             |                                         |                   |
| Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries                                                                                              |              |               |                |                |                                             |                                         |                   |

## Component 2

### Local Needs Assessment (LNA)

*Secondary school districts, area career centers, and EFE region centers will access the LNA through the CTE Comprehensive Local Needs Assessment system, in ISBE Web Application Security (IWAS), after the completion of the PDR. Districts **will not** have access to the LNA until all schools within the school district have completed the PDR. Data points and summative information from the LNA will be compiled and available in the Comprehensive Local Needs Assessment to aid in completion of the final component.*

**Section 1 – Identification of Stakeholders.** To identify stakeholders, start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations, and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. **See Required Stakeholders Brainstorm Form.**

*[Perkins V Sec. 134(d)]* In conducting the comprehensive needs assessment...and developing the local application...an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum (the following):

***Please list the name of each person agreeing to participate in the LNA process, their roles, and the format(s) through which feedback was provided. If an individual represents more than one role, you will need to list them multiple times. (See LNA/CLNA Terms and Definitions for more information)***

| Name | Title                                            | Involvement                                            |
|------|--------------------------------------------------|--------------------------------------------------------|
|      | Indicate role for each name provided:            | Indicate involvement format(s):                        |
|      | <input type="checkbox"/> Teacher                 | <input type="checkbox"/> In-person                     |
|      | <input type="checkbox"/> School Leaders          | <input type="checkbox"/> Virtual attendance at meeting |
|      | <input type="checkbox"/> Administrators          | <input type="checkbox"/> On-line or written input      |
|      | <input type="checkbox"/> Support Personnel       |                                                        |
|      | <input type="checkbox"/> Counselors              |                                                        |
|      | <input type="checkbox"/> Paraprofessionals       |                                                        |
|      | <input type="checkbox"/> Postsecondary Faculty   | <i>*Click all that apply*</i>                          |
|      | <input type="checkbox"/> Postsecondary Admin     |                                                        |
|      | <input type="checkbox"/> Workforce Board Rep     |                                                        |
|      | <input type="checkbox"/> Employer                |                                                        |
|      | <input type="checkbox"/> Special Populations Rep |                                                        |
|      | <input type="checkbox"/> Out of School Youth Rep |                                                        |
|      | <input type="checkbox"/> At-Risk Youth Rep       |                                                        |
|      | <input type="checkbox"/> Homeless Youth Rep      |                                                        |
|      | <i>*Will be in drop-down format*</i>             |                                                        |

**Number of Parents Participating:** In-Person \_\_\_\_\_ Virtual Meeting \_\_\_\_\_ On-line or Written Feedback \_\_\_\_\_

**Number of Students Participating:** In-Person \_\_\_\_\_ Virtual Meeting \_\_\_\_\_ On-line or Written Feedback \_\_\_\_\_

**Section 2 – Student Performance.** “Evaluate the performance of students...with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup.” [Perkins V Sec. 134 (c)(2)(A)] See LNA/CLNA Terms and Definitions for more information.

**Local CTE Student Performance Program Summary**

**Data Points Needed:** Student Disaggregated Data Charts (See Student Data Explanation)

**Discussion Prompts for Program Summary:**

- What student data is trending positively over the last several years? Our strengths and improvements.
- What student data is stagnated or trending negatively? Our challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

***Based upon student data and discussion points on student performance, identify with summative statements:***

- 1. Strengths***
- 2. Areas for improvement and challenges***
- 3. Proposed strategies, including student supports and interventions, with timeline for addressing disparities or gaps in local level of performance***

**Section 3 – Access to High Quality CTE.** “Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students.” [Perkins V Sec. 134 (c)(2)(E)] See LNA/CLNA Terms and Definitions for more information.

**Access to High-Quality CTE Courses and Programs of Study for All Students**

**Data Points Needed:** Student Disaggregated Data Charts (See Student Data Explanation)

**Discussion Prompts for Equal Access to High Quality CTE Courses and Programs of Study for all students:**

- Based on the disaggregated data:
  - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
  - How are students from different genders, races and ethnicities performing in CTE programs?
  - Where do the biggest gaps in performance exist between subgroups of students?
- Based upon local program data, identify CTE programs where special populations are performing above average? Below average?
- Based upon local program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based upon local program data, how are we preparing special populations for non-traditional fields?
- Based upon local program data, how are we ensuring non-discrimination for special populations with our CTE programs?
- Based upon local program data, what are the potential root causes of inequities in the CTE programs?

**Based upon disaggregated student data at the district level and discussion points on equal access to high-quality CTE courses and programs of study for all students, identify with summative statements:**

- 1. Strengths**
- 2. Areas for improvement and challenges**
- 3. Goals and strategies, including timelines, for addressing equal access to high quality CTE courses and programs of study for all students. Include descriptions of how you will:**
  - a. Prepare special populations for self-sufficiency**
  - b. Prepare special populations for non-traditional fields**
  - c. Prepare special populations for equal access**
  - d. Ensure non-discrimination for special populations**

**Section 4 – Labor Market Alignment.** Describe how CTE programs are “aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards.” [Perkins V Sec 134 (c)(2)(B)(ii)]

**Data Points Needed:** PDR placement data, IDES data, CIP Changes Crosswalk

**Discussion Prompts for Labor Market Alignment:**

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners or other special populations? How do we ensure access for these populations?

- 1. Using PDR data points, what are our goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?**

**Please refer to the list of state level discontinued programs found within the CIP Changes Crosswalk. Use this information and the discussion regarding Labor Market Alignment to determine how to address those programs on the discontinued list which you currently have in your region.**

- 2. Please list those programs that you plan to:**
  - **Discontinue**
  - **Fund locally**
  - **Realign to the new programs of study**
- 3. Please list those programs which have a local need and should be funded. Please provide justification of your local need.**
- 4. After reviewing your labor market data, indicate any potential NEW CTE programs that may be needed in your local area.**

**Section 5 – Size, Scope, Quality.** Describe how CTE programs are “sufficient in size, scope, and quality to meet the needs of all students.” [*Perkins V Sec 134 (c)(2)(B)(i)*] **See LNA/CLNA Terms and Definitions for more information.**

***Size, Scope, and Quality***

**Data Points Needed:** PDR data, Enrollment Trend data (*See Student Data Explanation*)

**Local Discussion Prompts for Size, Scope, and Quality:**

- Based on local program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study at our institution and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical and employability skills at every learner level?

***Based upon PDR data, Enrollment Trend data and discussion regarding Size, Scope and Quality, answer the following with summative statements:***

- 1. Does our LEA District meet the recommended minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?***
- 2. Describe your STUDENT recruitment and retention plan that extends into middle school to address Equity Gaps.***
- 3. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements:***
  - a. enrollment size***
  - b. incorporating challenging State academic standards***
  - c. addressing technical knowledge and skills***
  - d. addressing employability skills***
  - e. meeting with an established advisory committee***
  - f. including team-based challenges or CTSO***
  - g. offering work-based learning opportunities***
  - h. offering programs with appropriate and accessible facilities using industry standard technology and equipment***

**Section 6 – Implementing Programs of Study.** Evaluate “progress toward the implementation of quality CTE programs and programs of study.” [*Perkins V Sec 134 (c)(2)(C)*] See **LNA/CLNA Terms and Definitions** for more information.

**Progress Toward Implementing Quality Programs of Study**

**Data Points Needed:** PDR data, Enrollment Trend data (*See Student Data Explanation*)

**Discussion Prompts for Program Summary:**

- How fully are our programs aligned and articulated across secondary and postsecondary education?
  - What evidence do we have to support this?
  - Are there specific programs that are misaligned, and if so why?
- How are we adapting programs as they become more professionalized and specialized?
- What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

***Based upon PDR data, Enrollment Trend data and discussion regarding Progress Toward Implementing Quality Programs of Study, answer the following with summative statements:***

- 1. Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency.***
- 2. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements:***
  - a. providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest***
  - b. including an orientation course within their course sequence***
  - c. including an advanced course within their course sequence***
  - d. culminating in the attainment of recognized postsecondary credential***
- 3. Describe how you will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs.***
- 4. If you have schools without approved CTE programs, what are your strategies for providing access to CTE for those students?***

**Section 7 – Recruitment, Retention, Training.** Describe progress being made to “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.” [Perkins V Sec 134 (c)(2)(D)] **See LNA/CLNA Terms and Definitions for more information.**

**Data Points Needed:** PDR data

*Based upon employment data trends, professional learning opportunities, and discussion with educators:*

- 1. What do educators report as needs and preferences for professional learning and supports?*
- 2. Summarize the district CTE programs recruitment efforts and outcomes.*
- 3. Summarize the district CTE programs retention efforts and outcomes.*
- 4. Based on data and input from professionals, what are your goals and strategies, including timelines, for professional learning?*





**Section 2 – Student Performance.** “Evaluate the performance of students...with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup.” [Perkins V Sec. 134 (c)(2)(A)] **See LNA/CLNA Terms and Definitions for more information.**

**CTE Student Performance Program Summary**

**Data Points Needed:** Student Disaggregated Data Charts (See *Student Data Explanation*), LNA Summative Statements for Student Performance

**Discussion Prompts for Program Summary:**

- What student data is trending positively over the last several years? Our strengths and improvements.
- What student data is stagnated or trending negatively? Our challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

***Based upon student data at the regional level, LNA summative statements, and discussion points on student performance:***

- 1. Describe regional strengths, areas for improvement, and challenges for student performance.***
- 2. Identify your goals and strategies, including timelines, for addressing disparities or gaps in local levels of performance.***

**Section 3 – Access to High Quality CTE.** “Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students.” [Perkins V Sec. 134 (c)(2)(E)] **See LNA/CLNA Terms and Definitions for more information.**

**Access to High-Quality CTE Courses and Programs of Study for All Students**

**Data Points Needed:** Student Disaggregated Data Charts (See *Student Data Explanation*), LNA Summative Statements for Access to High Quality CTE

**Discussion Prompts for Equal Access to High Quality CTE Courses and Programs of Study for all students:**

- Based on the disaggregated data:
  - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
  - How are students from different genders, races and ethnicities performing in CTE programs?
  - Where do the biggest gaps in performance exist between subgroups of students?
- Based upon regional program data, identify CTE programs where special populations are performing above average? Below average?
- Based upon regional program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based upon regional program data, how are we preparing special populations for non-traditional fields?
- Based upon regional program data, how are we ensuring non-discrimination for special populations with our CTE programs?

- Based upon regional program data, what are the potential root causes of inequities in the CTE programs?

***Based upon student data at the regional level, LNA summative statements, and discussion points on equal access to high-quality CTE courses and programs of student for all students:***

- 1. Describe regional strengths, areas for improvement, and challenges for equal access for all students.***
- 2. Identify your goals and strategies, including timelines, for addressing equal access to high quality CTE courses and programs and study for all students, including descriptions of how you will:***
  - a. Preparing special populations for self-sufficiency***
  - b. Preparing special populations for non-traditional fields***
  - c. Preparing special populations for equal access***
  - d. Ensuring non-discrimination for special populations***

**Section 4 – Labor Market Alignment.** Describe how CTE programs are “aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards.” [Perkins V Sec 134 (c)(2)(B)(ii)]

**Data Points Needed:** PDR placement data, IDES data, CIP Changes Crosswalk, LNA Summative Statements for Labor Market Alignment

**Discussion Prompts for Labor Market Alignment:**

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners or other special populations? How do we ensure access for these populations?
- Based on LNA summaries, discuss the process for discontinuing, locally funding, or realigning programs that not aligned to State and Regional labor market needs.

- 1. Using LNA placement data, what are our goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?***
- 2. Using LNA summative statements, summarize the process for funding program realignment.***
- 3. Based upon the new program summaries, local need requests, and discussion points, describe new programs of study that will be developed and submitted for State approval for FY21-FY24, including year of implementation.***

**Section 5 – Size, Scope, Quality.** Describe how CTE programs are “sufficient in size, scope, and quality to meet the needs of all students.” [Perkins V Sec 134 (c)(2)(B)(i)] See LNA/CLNA Terms and Definitions for more information.

**Size, Scope, and Quality**

**Data Points Needed:** PDR data, Enrollment Trend data, LNA Summative Statements for Size, Scope, Quality

**Local Discussion Prompts for Size, Scope and Quality:**

- Based on regional program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study within our region and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical and employability skills at every learner level?

***Based upon PDR data, Enrollment Trend data, LNA summative statements, and discussion regarding Size, Scope and Quality, answer the following with summative statements:***

- 1. Do our LEA Districts meet the recommended minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?***
- 2. Describe your regional STUDENT recruitment and retention plan that extends into middle school to address Equity Gaps.***
- 3. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements:***
  - a.enrollment size***
  - b.incorporating challenging State academic standards***
  - c. addressing technical knowledge and skills***
  - d.addressing employability skills***
  - e.meeting with an established advisory committee***
  - f. including team-based challenges or CTSO***
  - g.offering work-based learning opportunities***
  - h.offering programs with appropriate and accessible facilities using industry standard technology and equipment***

**Section 6 – Implementing Programs of Study.** Evaluate “progress toward the implementation of quality CTE programs and programs of study.” [Perkins V Sec 134 (c)(2)(C)] See LNA/CLNA Terms and Definitions for more information.

**Progress Toward Implementing Quality Programs of Study**

**Data Points Needed:** PDR data, Enrollment Trend data (See Student Data Explanation), LNA Summative Statements for Implementing Quality Programs of Study

**Discussion Prompts for Program Summary:**

- How fully are our programs aligned and articulated across secondary and postsecondary education?
  - What evidence do we have to support this?
  - Are there specific programs that are misaligned, and if so why?
- How are we adapting programs as they become more professionalized and specialized?
- What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

***Based upon PDR data, Enrollment Trend data, LNA summative statements and discussion regarding Progress Toward Implementing Quality Programs of Study, answer the following with summative statements:***

- 1. Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency.***
- 2. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements:***
  - a. providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest***
  - b. including an orientation course within their course sequence***
  - c. including an advanced course within their course sequence***
  - d. culminating in the attainment of recognized postsecondary credential***
- 3. Describe how you will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment.***
- 4. If you have districts without approved CTE programs, what are your strategies for providing access to CTE for those students?***

**Section 7 – Recruitment, Retention, Training.** Describe progress being made to “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.” [Perkins V Sec 134 (c)(2)(D)] **See LNA/CLNA Terms and Definitions for more information.**

**Data Points Needed:** PDR data, LNA Summative Statements for Recruitment, Retention, Training

*Based upon employment data trends, professional learning opportunities, and discussion with educators:*

- 1. What do educators report as needs and preferences for professional learning and supports?*
- 2. Summarize regional CTE programs recruitment efforts and outcomes.*
- 3. Summarize regional CTE programs retention efforts and outcomes.*
- 4. Based on pie chart data and input from professionals, what are your goals and strategies, including timelines, for professional learning?*

# AN EQUITY-CENTERED, COMPREHENSIVE LOCAL- NEEDS ASSESSMENT

**Illinois Community College Board**



**OCCRL**  
Office of Community College  
Research and Leadership





The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to use research and evaluation methods to improve policies and programs to enhance community college education and transition to college for diverse learners in Illinois and the United States. Projects of this office are supported by the Illinois Community College Board (ICCB), along with other state, federal, and private and not-for-profit organizations. Our publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to [occr@illinois.edu](mailto:occr@illinois.edu). This document can be found on the web at <http://occr.illinois.edu>. This publication was prepared pursuant to a grant from the Illinois Community College Board (ICCB Grant Number D60008).

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# OVERVIEW

The Perkins V comprehensive local-needs assessment (CLNA) moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs in six key areas: 1) student performance data; 2) size, scope, and quality as defined by the state plan; 3) labor market alignment, 4) progress towards implementing CTE programs of study; 5) recruitment, retention, and training of faculty and staff; and 6) progress toward improving access and equity ([ACTE, 2019](#)). The CLNA process is meant to be completed alongside a diverse body of external stakeholders (listed in Section 4 of the CLNA). Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA process also crosswalks Perkins V and the Workforce Innovation and Opportunity Act (WIOA) requirements for standards and examination of equity and access for specific student subpopulations (Perkins V). Community colleges are required under Perkins V to engage a diverse body of stakeholders in the CLNA process. Following completion of the CLNA, the summation of findings from **the CLNA process are to inform community colleges' development of their Perkins V local application for funding.**

## ADOPTING AN EQUITY LENS

For community colleges to be successful in serving historically underrepresented and marginalized student populations, they must have intentional longstanding practices and processes based in equity (Boggs & McPhail, 2016). When equity is foundational to a **community college's values**, it does the inquiry work necessary to uncover who they are disserving in terms of educational opportunities and then identifying root causes as to why. To achieve equity, a community college must be reflective, introspective, and willing to acknowledge how its norms, structures, and practices may create barriers for historically underrepresented and marginalized student populations. Once problems are identified, community college leaders must take system-oriented action to dismantle these barriers to student access and opportunity while providing varying educational resources and opportunities to rectify any inequities.

Applying an equity lens does not mean treating all students or individuals in CTE programs the same way. Adopting an equity lens means that institutions should reassess and take ownership for how their practices may not be working for certain student subpopulations, and how institutional practices need to change as a result ([CUE, n.d.](#)). Thus, achieving equity for students should be the ultimate goal of your CTE program design and implementation. The CLNA process offers you and your stakeholders an opportunity to examine the success of your CTE programs through an equity lens.

## Uncovering Equity Gaps

You will also use an equity lens in the CLNA process to uncover any equity gaps that exist among various student groups by examining data disaggregated by subpopulations. To understand how to use data to uncover equity gaps, we suggest taking a look at a [brief](#) that highlights one Illinois community college as an exemplar. When disaggregating student data for its dental assistant CTE program, this particular community college realized that graduates of this program were overwhelmingly young White women who were **not representative of the district's** predominately African-American and Black demographics ([Gallaway, 2018](#)). The college realized the root of the problem stemmed from inequities that within-district students faced in the application process, thus resulting in more out-of-district students accessing the dental assistant program. To redress this inequity, the college set a goal of redesigning its application and admissions processes to open up access and opportunities to its within-district candidates who are mostly students of color.

The inequity uncovered in the example above shows not just an equity gap, but more specifically, a racial equity gap. All community colleges bear some responsibility for racial inequities and should be accountable to redress them when necessary, as it is an injustice that affects our entire state. For example, Illinois has the highest unemployment rate for Black workers nationwide, and this inequity is largely attributed to other injustices such as inequities in educational access and opportunities, as well as racial discrimination in the workforce ([McKinney, 2018](#); [Reinhold, n.d.](#)). Unfortunately, the list of subpopulations emphasized in Perkins V does not include students from racially minoritized groups. However, given the sociopolitical context and evident racial inequities in education and the workforce that exist in the state of Illinois, race **does** matter, and so the CLNA must emphasize not just equity but also racial equity. Museus, Ledesma, and Parker (2015)

define racial equity as a systemic assessment of how racially equitable systems that uplift and increase access and opportunity for historically minoritized people of color are equally ingrained into the academic and social practices, policies, and structures of an institution.

# The CLNA Process

The sections below have guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. In contrast to program review, which focuses on a specific program of study during a five-year period, the CLNA suggests the assessment of overall CTE programs biannually to support the advancement of equitable outcomes that meet the needs of your district. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application.

## 1. PROGRESS TOWARD EQUITY AND ACCESS

This section asks you to critically examine your overall CTE programs with an equity lens to assess whether and how equity is **systemically and systematically embedded** in all aspects of your CTE programs' structures, resources, materials, curricula, pedagogy, and practices. By assessing your CTE programs through an equity lens, you are considering questions such as **who is trying to access our programs but can't and why? What subpopulations' ideas and perspectives are being considered and whose are left out in program design and execution? What conditions have we created to ensure there is equitable access and success, and what conditions may be hindering access and success for certain subpopulations? What are students' experiences in the program, and are certain students experiencing inequitable treatment and access in your programs? How can we eliminate policies, structures, and practices that have a disparate impact on students based on their race/ethnicity, gender, disability, socioeconomic level, and whether they are an English language learner?** (see [Stewart, 2018](#)).

**To what extent are your programs representative of your district's demographics and the shifts in diversity of your district (by race, gender, age, socioeconomics, English language learners, or disability)?**

Please enter text here

**Which populations are underrepresented in your CTE programs?**

Please enter text here

**What efforts have you made to recruit underrepresented student populations into CTE programs?**

**What efforts have you made to help the following students transition into CTE?**

- Racially minoritized students
- English language learners
- Students with disabilities
- Adult education
- Students who have been placed in development education
- Any subpopulations according to Perkins V that are underrepresented

**To what extent are program materials (curricula, informational materials, and events) representative of your district's demographics and the shifts in diversity of your district such as race/ethnicity, gender, age, socioeconomics, English language learners, or disability?**

- Are there certain underrepresented populations that are not represented in your materials based on race and language? Provide some solutions addressing these inequities.

## **Suggested Resources**

[Equity and Career and Technical Education brief](#)

[Stewart, \(D.L. \(2017, March 30\). Language of appeasement. Inside Higher Ed.](#)

## 2. STUDENT PERFORMANCE

The guiding questions in this section will help you evaluate your students' performance on federal, state, and local measures and identify any equity gaps based on this data. Please examine both aggregate and disaggregated data for subpopulations defined by both Perkins V and the Workforce Innovation and Opportunity Act (WIOA). The disaggregated data allows you and participating stakeholders to identify gaps among subpopulations. We also included guiding questions that encourage you to dig deeper and uncover any racial equity gaps in the data, as research has shown that racial inequities often get overlooked or unaddressed in continuous improvement processes ([Smith, 2018](#)).

**What equity gaps were identified for students in CTE programs for high-demand sectors?**

- **More specifically, what racial equity gaps were identified for students in CTE programs for high-demand sectors?**

**What equity gaps were identified for students in CTE programs for high-wage sectors?**

- **More specifically, what racial equity gaps were identified for students in CTE programs for high-wage sectors?**

**Based on the equity gaps you identified, what CTE programs should you prioritize to develop structures, supports, and practices that improve student performance and outcomes?**

**What are some of the root causes for the equity and racial equity gaps you identified in your CTE programs? [Please identify how institutional structures, systems, resources, and practices are the root cause and refrain from focusing on perceived student deficits as the cause.]**

How are your CTE students performing in certain gateway courses to high-wage and high-demand sectors compared to non-CTE students?

- Are there differences in performance in gateway courses based on subpopulations? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?
- Are there differences in performance in gateway courses based on race and ethnicity? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?

Overall, are there any Perkins student-performance measures that you are not meeting? Identify key root causes and strategies to improve performance.

In what ways are you examining student growth and improvement in both learning and performance (Consider formal classroom as well as clinical or practicum settings)?

## Suggested Resources

[Identify Equity Gaps](#)

[Facing Equity: Understanding P-20 Equity Conscious Leadership for College and Career Pathways](#)

[Perkins V at a Glance: Equity Gap Analysis- Local](#)

## 3. RECRUITMENT, RETENTION, AND TRAINING OF CTE EDUCATORS

The questions below should assist you in evaluating current and future recruitment, retention, and professional development needs with both an equity and culturally responsive lens. In terms of equity, consider how you are recruiting faculty members from underrepresented groups and if they are reflective of the diversity of your student population and your regional and local context. You should also assess in this section the extent to which your faculty is prepared to offer curriculum and teach in a way that is

culturally responsive by engaging and speaking to the experiences of your diverse student populations ([Owens, 2018](#)).

**How has your institution engaged employers in the recruitment of CTE faculty?**

- **More specifically, what groups are underrepresented among your CTE faculty by race/ethnicity, gender, and disability? How is this underrepresentation of faculty reflective of industry as well?**
- **Among your CTE faculty, how are you increasing representation of underrepresented groups, especially in terms of groups that are underrepresented by race/ethnicity, gender, and disability?**

**In what programs of study do you need to recruit and develop more educators? What are some strategies you have already begun to implement toward this effort?**

**What supports do you provide to transition industry professionals to the role of teaching, and understanding student learning and development as well as institutional culture?**

**What do educators report as their needs and preferences for professional development and benefits?**

**How do you advance culturally responsive teaching in CTE through professional development and any other ongoing, embedded, and systemic supports for educators?**

**How do you ensure that your CTE program leadership is culturally responsive (e.g., deans, vice presidents, workforce partners, advisory committees)?**

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
| <b>How are you ensuring your CTE educators are meeting credentialing requirements to teach?</b> |
|                                                                                                 |

**Suggested Resources**

- [Culturally responsiveness in community college CTE programs brief](#)
- [Culturally sustaining leadership practices podcast](#)

**4. STAKEHOLDER PARTICIPATION AND VOICE**

Please provide a list of stakeholders who participated in the CLNA process, their title, organization, and how they were involved. As a reminder, according to Perkins V, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum 1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals, and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals; 2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; 3) representatives of the state board or local workforce development boards and a range of local or regional businesses or industries; 4) parents and students; 5) representatives of special populations; 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); 7) representatives of Indian tribes and tribal organizations in the state, where applicable; and 8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

| Name | Title/Organization | Role in the CLNA process |
|------|--------------------|--------------------------|
| 1.   |                    |                          |
| 2.   |                    |                          |



|     |  |  |  |
|-----|--|--|--|
| 3.  |  |  |  |
| 4.  |  |  |  |
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| 9.  |  |  |  |
| 10. |  |  |  |

### Suggested Resources

[Pathways to Results Engagement & Commitment](#)

## 5. LABOR MARKET ALIGNMENT

Use the guiding questions in this section to consider how your programs align with state, regional, and/or local labor-market needs and demands. Consult with stakeholders assisting you with this CLNA for current and projected labor-market needs and trends. Stakeholders from local workforce development boards, chambers of commerce, unions, and any industry associations will be especially important to include in the assessment of how your CTE programs align with the labor market. Also consider any information you have gathered such as surveys or exit interviews from alumni who have helped you understand how you have prepared them for the labor market and how they are faring there. Most of the guiding questions in this section will require you to examine labor-market alignment with an equity lens by considering any inequities certain subpopulations may experience in the labor market, why these inequities may exist, and how you can address them.

#### What have been emerging and/or growing occupations in your region?

- From an equity perspective, what special populations are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?
- From an equity perspective, what racial/ethnic groups are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?

Has your region experienced economic shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement has been developed to address these shifts.

Has your region experienced population shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement you are developing to address these shifts.

Among your CTE graduates, identify subpopulations that are thriving in the labor market. What structures, conditions, and resources are supporting their success?

Among your CTE graduates, identify subpopulations that are experiencing inequities in the labor market. Explain what inequities in opportunities, institutional structures, and resources may be the root cause.

- Are there any racial inequities in the labor market? Explain what inequities in opportunities, institutional structures, and resources may be the root cause.

How are your partnering stakeholders and institutions helping English language learners gain skills for high-demand and high-wage jobs?

- What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high-demand and high-wage jobs?

What are your partnering stakeholders and institutions doing to help students with disabilities gain skills for high-demand and high-wage jobs?

- **What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high-demand and high-wage jobs?**

**Are there certain racial/ethnic groups that your institution is not equitably preparing for high-demand and high-wage jobs?**

- **Are there certain racial/ethnic groups that are not being equitably supported in securing employment in high-demand and high-wage jobs?**

**How is labor-market data used to support program improvement?**

- **In what ways are you using data to help identify inequitable employment outcomes, especially racial inequities?**

**After reviewing your local labor-market data, are you missing any potential CTE programs that may be needed in your area?**

**Also, does the local labor market data indicate that any CTE programs are no longer feasible for your area (i.e., oversaturated, loss of industry, etc.)?**

## **Suggested Resources**

[Illinois Department of Employment Security](#)

[Illinois Career Pathways & Talent Pipeline Analysis](#)

[Economic Modeling System, Inc \(EMSI\) Labor Market Analysis](#)

Regional and local workforce boards

## 6. PROGRAM SIZE, SCOPE, AND QUALITY

While you will refer to the state definitions of size, scope, and quality below, Perkins V requires you to assess whether the number of programs or programs of study and courses you offer meet the needs of your student population. Assessments of size could include examining class size in addition to the availability of program resources such as facilities and equipment. For scope, you can consider whether program curricular offerings are seamlessly aligned with the subsequent level of education. Finally, for quality purposes, you can assess the extent in which your programs give students the knowledge and skills critical to gaining employment and achieving success in their careers. To reiterate, **please refer to the state’s definition for size, scope, and quality below.**

### SIZE

Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized **16 career clusters**.

- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor-market information. **Size of programs should be informed by labor-market needs.**
- Follow local board policies on class sizes.

### SCOPE

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

- a. incorporates challenging **state academic standards**
- b. addresses both academic and technical knowledge and skills, including employability **skills**
- c. aligns with the needs of industries in the economy of the state, region, tribal community, or localities
- d. progresses in **specificity**
- e. contains **multiple entry and exit points that incorporate credentialing**
- f. culminates in the attainment of a recognized postsecondary credential

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

## **QUALITY**

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

Programs of study:

1. Are informed by external stakeholders that include, **but are not limited to**, secondary partners, postsecondary partners, business and industry partners, local workforce boards, adult education providers, and **community-based organizations through advisory committees**. The advisory committees must meet, at a minimum, annually.
2. Provide a **non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions**.
3. Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning and career exploration.
4. Include academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g., academic standards, accreditation bodies, and professional and licensing standards) to meet the skillsets needed by employers.
5. Are led by qualified instructors and staff who are provided with opportunities for comprehensive professional development (e.g., accrediting standards and ICCB administrative rules).
6. Assist the recipients in meeting local performance indicators.
7. **Are continuously evaluated and improved using a continuous program improvement process (e.g., Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, and other course or program evaluation methods)**.
8. Are offered in appropriate facilities using current technology and equipment.

9. Includes other entry and exit points to provide access and smooth transitions through programming (e.g., adult learners and veterans).

**Are program-level outcomes aligned with business and industry recognized credentials and standards?**

- Identify any CTE programs that are misaligned with credentials and standards of business and industry.

**Does your enrollment size have the capacity to meet the demands of the businesses and industries in your region?**

**How well do your program offerings meet the needs of students and the communities you serve?**

- How do you then ensure that each program is viable in terms of size, scope, and quality as well as sustainable?

**Based on your last five years of reviewing different programs of study through the Program Review process, were there any recommendations for changes to the size, scope, or quality of any programs?**

- What have you done so far to initiate and implement these changes?

## **Suggested Resources**

Revisit your college's Program Review reports

## 7. PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY

The questions below will help you determine whether and how, according to Perkins V, your programs of study at the postsecondary level are a coordinated, non-duplicative sequence of academic and technical content. This portion of the CLNA will require you to do backward and forward mapping of your programs-of-study offerings to determine whether they meet labor-market projections as well as educational and economic needs and priorities of the state and your regional and local contexts. It is also important that secondary, postsecondary, and industry stakeholders in your region work closely together to assess that your programs of study, when implemented, offer structured and cohesive transition points at each subsequent educational level as well as at the transition to employment.

**Which programs of study have multiple entry and exit points that lead toward earning a credential?**

- **What programs of study are underdeveloped and have possibilities for multiple entry and exit points?**
- **Identify concrete ideas, solutions, and plans for further development.**

**How fully developed and aligned are your programs of study with secondary, postsecondary, and industry?**

- **Are there specific programs that are misaligned within secondary, postsecondary, and industry areas, and if so, why?**

**How are you adapting programs of study as they become more professionalized and specialized?**

- **What additional education and credentialing are you providing to respond to the further professionalization and specialization of the programs of study (i.e., articulation to a bachelor's degree, additional certifications, or additional skill training in specialized areas of industries)?**

|                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                        |
| <b>How are you ensuring that you meet each student’s individual academic learning needs and mastery of employability skills and readiness?</b>                                         |
|                                                                                                                                                                                        |
| <b>What opportunities exist for secondary students in your programs of study to earn dual credit or enroll concurrently?</b>                                                           |
|                                                                                                                                                                                        |
| <b>In what ways are you facilitating seamless secondary to postsecondary transitions (i.e., communication, assessments, data sharing, college and career counseling and coaching)?</b> |
|                                                                                                                                                                                        |

***Suggested Resources***

[Principles to Guide Career Pathways and Programs of Study Implementation and Improvement](#)

[Advance CTE Programs of Study](#)

**8. PLAN OF ACTION: PREPARING YOUR LOCAL APPLICATION**

Finally, to be eligible for funding, the information gleaned from the CLNA should inform the preparation of your local application. The following guiding questions should help you develop a summary description of the results from the CLNA. The summary description of the results from the CLNA should be included in your location application for funding. After submitting this application, you will return to the CLNA every six months for the next two years—at which time you will re-engage stakeholders in your next CLNA—to ensure continuous improvement and complete a check-in with ICCB on your progress toward systemic, equity-centered change for your CTE programs. We have also included guiding questions for the progress check-in.



**Which specific subpopulations are not being served well by your programs?**

- What institutional structures and practices are creating barriers for these subpopulations that could be addressed immediately?
- Which of the problems identified need a more comprehensive, long-term plan?
- What priorities from your CLNA will be reflected in your local application?

**What strategies will you use to support educators during the next four years to ensure your programmatic and performance goals can be met?**

- Which professional development needs are most pressing?

**PROGRESS CHECK-IN TOWARD SYSTEMIC, EQUITY-CENTERED CHANGE**

**6 months:** How have you begun to address the equity challenges you identified in your local application? Have any additional equity problems or challenges arisen since you completed your local application? What stakeholders are you engaging to address these key equity problems? What supports are you seeking out to redress identified inequities and equity gaps? Please provide examples.

**Year 1:** What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process?

**1.5 years:** What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process? What are you already foreseeing as new or ongoing equity gaps or challenges that would need to be addressed in your next local application?

## Suggested Resources

[Maximizing Perkins V's Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity](#)

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# CAREER & TECHNICAL EDUCATION

Career Connected Learning  
for All Students

## PERKINS V

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Illinois State Board of Education  
and  
Illinois Community College Board

## Comprehensive Local Needs Assessment Guidance Document



Illinois  
State Board of  
Education



## Introduction

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One of the most significant changes in the Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkin V), is the new requirement for local grant recipients to conduct a comprehensive local needs assessment (CLNA). The goal of this document is to provide an overview for planning and conducting the comprehensive local needs assessment. Additionally, the document relays the required components of the law and articulates expectations for how the information will be collected, provided, and used within a local recipient district and/or college. This guidance document is meant to act as a supplement to the following instructions and templates to be completed by local secondary and postsecondary recipients:

1. Secondary district level – Local Needs Assessment
2. Secondary EFE – Comprehensive Local Needs Assessment
3. Community College – An Equity-Centered, Comprehensive Local Needs Assessment

## What is the CLNA and Why Is It So Important?

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The Perkins V CLNA moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process biannually to assess the extent to which CTE programs and programs of study are aligned with local workforce and economic needs in six key areas:

1. Student performance data;
2. Size, scope, and quality of CTE programs as defined by the state plan;
3. Labor market alignment;
4. Progress towards implementing CTE programs of study;
5. Recruitment, retention, and training of CTE educators and support professionals; and
6. Progress toward improving access and equity to CTE for all students.

The CLNA is designed as the foundation of Perkins V implementation at the local level- it drives the development and implementation of the Perkins V local application, including funding prioritization. The CLNA should be seen as a chance to take an in depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community<sup>1</sup>.

The CLNA presents an unprecedented opportunity to:

- Create programs and opportunities to ensure access and success for each student leading to high-wage, high-skill, or in-demand occupations;
- Ensure programs of study are aligned to, and validated by, local, regional, and statewide workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of CTE programs and systems.

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<sup>1</sup> Maximizing Perkin V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

# Implementation

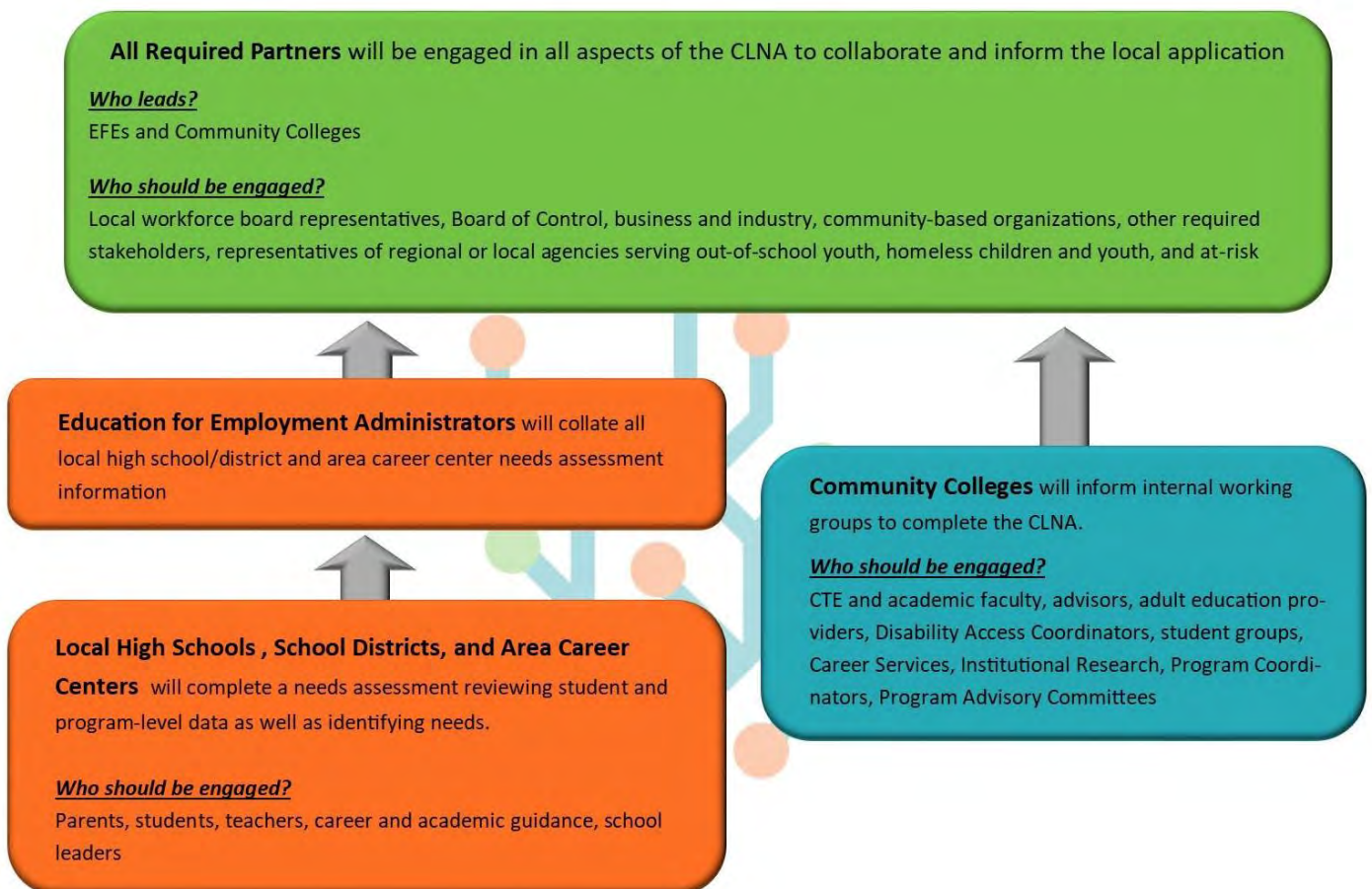
## Planning and Preparation

At the secondary level, CLNAs are conducted in multiple parts by the high school districts as well as the Education for Employment (EFE) regions. At the postsecondary level, the CLNA is conducted by the community college. Secondary and postsecondary recipients should follow the steps detailed throughout this guide in consultation with the accompanying CLNA templates and local application guidelines provided by ISBE and ICCB.

### *Step 1: Establish Leaders and Roles*

The EFE and the community college are **equal partners** that should **lead** the completion of the CLNA for their region or local area. Consortium of EFEs or community colleges may be appropriate. If using a consortium model, each recipient 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. In this document, they are referred to the “lead administrators”.



### ***Step 2: Create a Plan for Stakeholder Engagement to Complete the CLNA***

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Robust stakeholder engagement is essential to ensure decision making is done in the best interest of the community and will provide relevant opportunities for students as they transition into further education or the workforce. The EFE and the community college administrator should develop a stakeholder engagement plan to coordinate authentic engagement with the goal of cultivating meaningful discussions from each stakeholder group. Moreover, the leadership team should develop initial strategies of engagement for students and/or parents/caregivers in all components of the work.

The lead administrators may consider the following strategies to engage partners and stakeholders:

- Develop a timeline for stakeholder engagement utilizing existing events or meetings, such as local advisory committee meetings, local economic development meetings, parent-teacher conferences, student meetings, etc.;
- Create topically-themed focus groups (e.g. student performance, labor market alignment or programs, etc.) aligned to the parts of the CLNA;
- Be clear about expectations and develop specific goals for each mode of stakeholder engagement to create a clear purpose for stakeholders. Before setting goals, identify the question the CLNA requires (see next step below) to know what information will need to be gathered;
- Utilize virtual means of communication, surveys, etc. to maximize outreach and reduce time constraints; and
- Share data and findings that have been gathered and analyzed.

### ***Step 3: Gather Data and Materials to Inform Comprehensive Local Needs Assessment***

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The lead administrators will need to compile all necessary data and materials to be used throughout the completion of the CLNA and subsequent local application.

The Illinois State Board of Education will be providing secondary districts the following data reports, many of which are embedded within the CLNA:

- Federal performance indicators disaggregated by subpopulation for Fiscal Year 2017, Fiscal Year 2018, and Fiscal Year 2019;
- CTE enrollment for Fiscal Year 2017, Fiscal Year 2018, and Fiscal Year 2019; and
- State, regional, and local labor market data report including high-wage, high-skilled and in-demand jobs.

Community colleges should utilize existing data platforms, tools, and resources which may include the following:

- Data reported through the A1 Report
- Illinois Postsecondary Online Data System (PODS) or CTE Dashboard (*when available*)
- Data and information from the Statewide Program Review Reports
- Accreditation Reports
- Labor Market Information

## Stakeholder Engagement

### *Step 4: Identify and Invite Required Stakeholders for Completion of the CLNA*

Consultation with a diverse body of stakeholders is required for the comprehensive local needs assessment. Begin with individuals and organizations that your programs already work with through program advisory committees, sector partnerships, community-based organizations, parent-teacher or industry associations, etc. After identifying current partnerships, the lead administrators should consider others who are required to be consulted so that new partnerships can be established.

**Internal Teams:** Before engaging external stakeholders, it is important for school districts, EFEs, and community colleges to create an internal team by engaging internal partners. Internal partners within the secondary system may include teachers, counselors, and other administrators. Internal partners within the postsecondary system may include Deans, faculty, instructional support staff, program coordinators, and other administrators which includes adult education.

**External Stakeholders:** External stakeholders also play an important role and should be consulted in a meaningful way, being cognizant of their time commitment and areas of expertise. See the table below.

#### **Required Stakeholder Participants**

The following list represents the minimum requirements of who should be involved in the CLNA and local planning processes. Lead administrators are encouraged to include others as appropriate. **The potential role of stakeholders includes: providing relevant data (e.g. labor market information, community, student-level); sharing needs, priorities, interests; and sharing strategies, offerings, resources that can be coordinated to reduce duplication.**

Perkins V *requires*, at a minimum, the following participants be engaged in the initial CLNA, the local application development, and ongoing consultation:

- Representatives of CTE programs from **both** secondary and postsecondary institutions (when collaborating) including:
  - Teachers, instructors, and faculty
  - Career guidance and advisory professionals
  - Administrators, principals
  - Specialized instructional support personnel and paraprofessionals
- Representatives of local workforce development board/regional economic development organizations, and local business and industry\*
- Parents and students
- Representatives of special populations and representatives of regional or local agencies servicing out-of-school youth, homeless children and youth, and at-risk youth
- Adult education providers
- Others may include: Section 504/ADA coordinators, Diversity and inclusion officers, Community and faith-based organizations, and Required partners under WIOA

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\* Local workforce board staff will be in the process of Local Workforce planning for WIOA. While planning efforts may not fully align, this is an opportunity for these federal programs (see Workforce Innovation and Opportunity Act for all four program titles) to align and coordinate resources. Local workforce board staff will also be able to provide labor market information and other employment-related information.



While stakeholder engagement is required for the completion of the CLNA, continuous consultation should be ongoing in order to ensure the following:

1. Provide input on annual updates to the CLNA;
2. Ensure programs of study are
  - a. responsive to community employment needs;
  - b. aligned with employment priorities in the state, regional, or local economy identified by employers, which may include in-demand industry sectors or occupations identified by the local workforce development board;
  - c. informed by labor market information;
  - d. designed to meet current, intermediate, or long-term market projections; and
  - e. allowing employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of relevant standards, curriculum, industry recognized credentials, and current technology and equipment;
3. Identify and encourage opportunities for work-based learning; and
4. Ensure funding is used in a coordinated manner with other local resources.

### ***Step 5: Complete Comprehensive Local Needs Assessment/Local Application***

As previously stated, lead administrators should refer to their secondary or postsecondary CLNA templates for further instructions on completion of their comprehensive local needs assessment. The findings within the completed CLNA should directly inform the strategies and resources within the local application. The summary of the findings, along with local application recommendations, should be shared with required stakeholders for feedback. Development of the local application should also be a part of this collaborative process. Lead administrators should thoroughly document the data analyzed as well as stakeholders engaged. This information will be reviewed in subsequence grant monitoring processes.

The CLNA has six required elements which fully encompass the decision making, implementation, and performance of CTE programs. Many of the elements are interconnected and insights gained in one part may be helpful in addressing another. The chart below lists the required elements and where they are addressed within the secondary and postsecondary CLNA. The CLNA must accompany the submission of the local application.

| Requirement                                                                                                                                                                                                                                                                                                                              | Where Addressed |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|
|                                                                                                                                                                                                                                                                                                                                          | Secondary CLNA  | Postsecondary CLNA |
| <i>An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.</i> | Section 2a      | Section 2          |
| <i>A description of how career and technical education programs offered by the eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.</i>                                                                                                                     | Section 4a      | Section 6          |
| <i>A description of how career and technical education programs aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development boards or are designed to meet local educational or economic needs not identified by the local workforce development boards.</i>    | Section 3       | Section 5          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|
| <p><i>An evaluation of progress toward the implementation of career and technical education programs and programs of study</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Section 4b</p> | <p>Section 7</p> |
| <p><i>A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Section 5</p>  | <p>Section 3</p> |
| <p><i>A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:</i></p> <ul style="list-style-type: none"> <li><i>a) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;</i></li> <li><i>b) providing programs that are designed to enable special populations to meet the local levels of performance; and</i></li> <li><i>c) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.</i></li> </ul> | <p>Section 2b</p> | <p>Section 1</p> |

## Step 6: Complete Secondary/Postsecondary Assurance Document

At the completion of the secondary and postsecondary CLNA, lead administrators should indicate the joint efforts between secondary and postsecondary entities within the six elements of the CLNA. These summative statements aim to provide input on the collaborative efforts being used to develop regional strategies and resources.

| Secondary/Postsecondary Assurance Template                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.</p> <ul style="list-style-type: none"><li>- <i>Secondary has provided all applicable postsecondary entities with their response to Section 2a</i></li><li>- <i>Postsecondary has provided all applicable secondary entities with their response to Section 2</i></li></ul>                                                                                                                                                                                                                              |
| <p>2) A description of how career and technical education programs offered by the eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient. (Refer to secondary CLNA Section 4a and postsecondary CLNA Section 6).</p> <ul style="list-style-type: none"><li>- <i>Summarize the <b>joint efforts</b> of secondary and postsecondary entities in meeting the career and technical education programs in the area of size, scope, and quality.</i></li></ul>                                                                                                                                                                                                                                                                                                              |
| <p>3) A description of how career and technical education programs aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development boards or are designed to meet local educational or economic needs not identified by the local workforce development boards (Refer to secondary CLNA Section 3 and postsecondary CLNA Section 5).</p> <ul style="list-style-type: none"><li>- <i>Summarize the <b>joint efforts</b> of secondary and postsecondary entities in the CTE programs of study alignment to State, regional, or local-in demand industry sectors.</i></li></ul>                                                                                                                                                                                               |
| <p>4) An evaluation of progress toward the implementation of career and technical education programs and programs of study (Refer to secondary CLNA Section 4b and postsecondary CLNA Section 7).</p> <ul style="list-style-type: none"><li>- <i>Summarize the <b>joint efforts</b> of secondary and postsecondary entities in the evaluation of progress toward the implementation of CTE programs and programs of study.</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>5) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions (Refer to secondary CLNA Section 5 and postsecondary CLNA Section 3).</p> <ul style="list-style-type: none"><li>- <i>Summarize the <b>joint efforts</b> of secondary and postsecondary entities to improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.</i></li></ul> |

- 6) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
- a) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
  - b) providing programs that are designed to enable special populations to meet the local levels of performance;
  - c) and providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.
- *Secondary has provided all applicable postsecondary entities with their response to Section 2a*
  - *Postsecondary has provided all applicable secondary entities with their response to Section 1*
  - *If applicable, summarize joint efforts of secondary and postsecondary entities.*



# CAREER & TECHNICAL EDUCATION

Career Connected Learning  
for All Students

---

## *Local Application for Secondary Education*

DRAFT 3/4/20



**Illinois  
State Board of  
Education**

*Disclaimer:* The secondary Perkins grant will be completed in the Illinois State Board of Education (ISBE) IWAS Electronic Grants Management System (eGMS). The federal Perkins and the state Career and Technical Education Improvement (CTEI) grants will be a consolidated application beginning in state fiscal year 2021. Perkins and CTEI grants will have separate budgets and assurances, but they will follow the same Local Application to guide funding decisions.

To simplify the grant format for public review, ISBE is including the sections of the grant application impacted by Perkins V – the Local Application and the Grant Accountability and Transparency Act (GATA) Exhibits.

DRAFT

### **Local Application – Levels of Performance**

| Secondary Indicators                                         | Baseline Levels (SFY 17-SFY 19) | Performance Levels |                   |                   |                   |
|--------------------------------------------------------------|---------------------------------|--------------------|-------------------|-------------------|-------------------|
|                                                              |                                 | FFY 2020 SFY 2021  | FFY 2021 SFY 2022 | FFY 2022 SFY 2023 | FFY 2023 SFY 2024 |
| <b>1S1: Four-Year Graduation Rate</b>                        | 95.2                            | 95.2               | 95.4              | 95.6              | 95.8              |
| <b>1S2: Extended Graduation Rate (Six-Year)</b>              | 95.4                            | 95.4               | 95.4              | 95.5              | 95.5              |
| <b>2S1: Academic Proficiency in Reading/Language Arts</b>    | 36.1                            | 36.1               | 38.6              | 41.2              | 43.8              |
| <b>2S2: Academic Proficiency in Mathematics</b>              | 34.7                            | 34.7               | 37.6              | 40.4              | 43.2              |
| <b>2S3: Academic Proficiency in Science</b>                  | 35.8                            | 35.8               | 39.9              | 43.9              | 48.0              |
| <b>3S1: Post-Program Placement</b>                           | 62.6                            | 62.6               | 63.2              | 63.8              | 64.3              |
| <b>4S1: Nontraditional Program Enrollment</b>                | 40.1                            | 40.1               | 40.3              | 40.4              | 40.5              |
| <b>5S2: Program Quality – Attained Postsecondary Credits</b> | 30.9                            | 30.9               | 31.2              | 31.6              | 32.0              |
| <b>5S3: Program Quality – Work-Based Learning</b>            | 6.9                             | 6.9                | 7.0               | 7.1               | 7.2               |

To receive state and federal CTE funding, all local recipients must agree to the State determined levels of performance. To comply with the federal Perkins law, recipients must meet at least 90% of the State determined levels of performance annually. If 90 percent of an agreed upon local level of performance is not met, local recipients must submit a local program improvement plan as described in Perkins V Section 123(b):

- The local recipient accepts the State determined levels of performance.

## ***Local Application – Comprehensive Local Needs Assessment***

**Directions:** Complete the information below to provide a summary of the Comprehensive Local Needs Assessment (CLNA).

### **Required Stakeholders for Completion of CLNA:**

- Secondary Teachers
- Secondary School Leaders
- Secondary Administrators
- Secondary Specialized Instructional Support Personnel
- Secondary Career Guidance and Academic Counselors
- Secondary Paraprofessionals
- Postsecondary Faculty
- Postsecondary Administration
- Workforce Board Representatives
- Employers
- Parents
- Students
- Special Populations Representatives
- Out-of-school Youth Representatives
- At-Risk Youth Representatives
- Homeless Youth Representatives

The local recipient assures all required stakeholder groups were involved in completing the CLNA and are recorded in Section 1 of the IWAS CTE Comprehensive Local Needs Assessment system.

**Provide an overview of the process to complete the CLNA. This should include but not be limited to secondary and postsecondary local recipient collaboration, meeting logistics (e.g., number of meetings, involvement format), and level of stakeholder involvement. (Refer to Section 1 of the CLNA.)**

**Provide the plan for continued stakeholder consultation – Perkins V Section 134(e).**

**Describe regional strengths, areas for improvement, and challenges revealed in the CLNA for the following:**

- A. Section 2 – Student Performance
- B. Section 3 – Access to High Quality CTE for All students
- C. Section 4 – CTE Programs Aligned to Labor Market (e.g., program realignment)
- D. Section 5 – CTE Programs are Sufficient Size, Scope, and Quality
- E. Section 6 – Implementing Quality Programs of Study
- F. Section 7 – Recruitment, Retention, and Training of CTE Instructional, Administrative, and Support Personnel



## Local Application – CTE Programs and Activities

**Directions:** Complete the requested information below regarding CTE programs to be funded throughout the Education for Employment (EFE) System in fiscal years (FY) 2021 through 2024.

**Describe how the comprehensive local needs assessment (CLNA) informed the current CTE programs identified below to be funded. Refer to the summary statements in all CLNA sections.**

**Describe new programs of study that will be developed and submitted for State approval for FY 2021-FY 2024, including the year of implementation. Refer to CLNA Section 4.** Program Information: Current state-approved Classification of Instructional Programs (CIPs) included below. If proposing a program not currently state-approved, please refer to Federal CIPs for guidance (<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>).

**Describe student awareness, recruitment, and retention strategies that extend into middle grades (down to grade 5) and address equity gaps (e.g., special populations and student subgroups) for CTE courses and programs. Refer to CLNA Section 5.**

**Mark which CIPs the EFE will fund in FY 2021. For new programs of study, select the fiscal year of implementation (FY 2022, FY 2023, or FY 2024). Refer to CLNA Section 4.**

| Program Title                                                                 | FY21 Programs            | Newly Funded (Select Year) |
|-------------------------------------------------------------------------------|--------------------------|----------------------------|
| CIP: 01.0000 - Agriculture, General.                                          | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 01.0101 - Agricultural Business and Management, General.                 | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 01.0201 - Agricultural Mechanization, General.                           | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 01.0601 - Applied Horticulture/Horticulture Operations, General.         | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 03.0101 - Natural Resources/Conservation, General.                       | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 12.0401 - Cosmetology/Cosmetologist, General.                            | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 12.0402 - Barbering/Barber.                                              | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 12.0410 - Nail Technician/Specialist and Manicurist.                     | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 13.0101 - Education, General.                                            | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 13.1210 - Early Childhood Education and Teaching.                        | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 11.0801 - Web Page, Digital/Multimedia and Information Resources Design. | <input type="checkbox"/> | <input type="text"/>       |
| CIP: 11.0901 - Computer Systems Networking and Telecommunications.            | <input type="checkbox"/> | <input type="text"/>       |

***(All State-Approved CIPs will be listed.)***

## Local Application – Goals and Strategies

**Directions:** Based on results of the Comprehensive Local Needs Assessment (CLNA), describe the four-year performance goals and strategies to reach each goal. Local recipients must address all the local application components during the four-year application. Up to seven goals may be created. For a full description of the local application components and local uses of funds, see Program Guidance on the Grant Overview page.

### Describe Goal One:

#### Check all applicable local application components included in Goal One:

(For a full description of the local application components and local uses of funds, see Program Guidance on the Grant Overview page.)

- LWIB collaboration for career exploration and development
- LWIB collaboration for up-to-date career information
- LWIB collaboration for an organized career guidance and academic counseling system
- Improve the academic and technical skills of CTE students
- WBL opportunities and collaborative business/industry effort
- Postsecondary credit opportunities for CTE students
- Special Populations – Prepare for self-sufficiency
- Special Populations – Prepare for non-traditional fields
- Special Populations – Equal access
- Special Populations – Ensure non-discrimination
- CTE teacher and staff recruitment, preparation, retention, and training, including professional development; ensure inclusion of underrepresented groups in the teaching profession
- Address disparities or gaps in local levels of performance

#### Describe Goal One Strategies:

**Timeline for Goal One – Provide a timeline from FY 2021-FY 2024 for expected completion of the goal and associated strategies:**

## Local Application – Consolidated CTE Application Uploads

Upload the information listed below as applicable to your application. Please use a clear naming system, including an Education for Employment (EFE) identifier.

- Upload a completed Secondary/Postsecondary CLNA Assurance form to ensure that secondary and postsecondary local recipients collaborated to complete the CLNA. *(Form will be linked.)*
- Upload a completed EFE System Board of Control (BOC) Assurance form to ensure all EFE System secondary school districts and area career centers have read and agree with the Local Application. *(Form will be linked.)*
- If applicable, upload a completed Nonpublic School Consultation Participation Form for all nonpublic secondary schools in the EFE System. *(Form will be linked.)*
- If applicable, upload a completed Charter School Consultation Participation Form for all secondary charter schools authorized by the Illinois State Charter School Commission in the EFE System. *(Form will be linked.)*
- Any additional applicable uploads

Browse your files to locate the required document. Double-click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the area below.



Any uploaded files will appear below. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Please note that files can be deleted only until the application is transmitted to ISBE.

## **Uniform Grant Agreement Exhibits**

### **Exhibits A – Project Description**

The purpose of this grant is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by:

- 1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting the Illinois Learning Standards including preparation for high skill high wage or in-demand occupations in current or emerging professions;
- 2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and that link secondary education and postsecondary education for participating career and technical education students;
- 3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- 4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
- 5) providing technical assistance that:
  - a. promotes leadership, initial preparation, and professional development at the State and local levels; and
  - b. improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- 6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- 7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
- 8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in or have aged out of the foster care system, and homeless individuals.

### **Exhibit B – Deliverables or Milestones**

- 1) Local Application meets all requirements of Perkins V Section 134 that covers four years from Fiscal Year (FY) 2021 through FY 2024. The Education for Employment (EFE) System's Local Application must support CTE programs that are of sufficient size, scope, and quality, as defined in the Illinois State Perkins V Plan, and that:

- a. Provide career exploration and career development activities, including middle grades, before enrolling and while in a CTE program that inform future education and career plans and decisions;
  - b. Provide professional development for teachers, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and/or paraprofessionals for continuous program improvement;
  - c. Provide the technical and employability skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
  - d. Support integration of academic skills and standards;
  - e. Plan and carry out elements that support increased student achievement on performance indicators;
  - f. Develop and implement evaluations of activities carried out with funds, including evaluations necessary to complete the comprehensive needs assessment required under Perkins V Section 134(c) and the local report required under Perkins V Section 113(b)(4)(B).
- 2) Final Local Report that meets the requirements of Perkins V Section 113(b)(4)(B) is due within 45 days of receiving data from the Illinois State Board of Education (ISBE).
  - 3) Final Local Report made available to student, parents, educators, and the public through a variety of formats, including electronically through the Internet, within 15 days after submitting the final report to the ISBE, and the information contained in such report shall be in a format that is understandable and uniform, and to the extent practicable, provided in a language that students, parents, and educators can understand.
  - 4) If 90 percent of an agreed upon local level of performance is not met, must submit a local program improvement plan as described in Perkins V Section 123(b).

#### **Exhibit C – Payment**

Based upon reimbursement of timely expenditure reports.

#### **Exhibit D – Contact Information**

Steve Parrott [sparrott@isbe.net](mailto:sparrott@isbe.net)  
217-524-4832

#### **Exhibit E – Performance Measures**

1. Perkins V Section 123 – Local Program Improvement – applies to Education for Employment (EFE) Systems (local eligible recipient) and must be followed regarding:
  - a. local evaluation of performance,
  - b. program improvement plan development and implementation,
  - c. technical assistance,
  - d. action to withhold funds,
  - e. appropriate use of withheld funds, and
  - f. prohibited performance level adjustments while under an improvement plan.
2. The EFE System meets the State determined levels of performance for:
  - a. 1S1 – Four-Year Graduation Rate
  - b. 1S2 – Extended Graduation Rate (Six-Year)
  - c. 2S1 – Academic Proficiency in Reading/Language Arts

- d. 2S2 – Academic Proficiency in Mathematics
- e. 2S3 – Academic Proficiency in Science
- f. 3S1 – Post-Program Placement
- g. 4S1 – Nontraditional Program Enrollment
- h. 5S2 – Program Quality: Attained Postsecondary Credits
- i. 5S3 – Program Quality: Work-Based Learning

**Exhibit F – Performance Standards**

1. Perkins V Section 123 – Local Program Improvement – applies to Education for Employment (EFE) Systems (local eligible recipient) and must be followed regarding:
  - a. local evaluation of performance,
  - b. program improvement plan development and implementation,
  - c. technical assistance,
  - d. action to withhold funds,
  - e. appropriate use of withheld funds, and
  - f. prohibited performance level adjustments while under an improvement plan.
2. The EFE System meets 90 percent of the State determined levels of performance for:
  - a. 1S1 – Four-Year Graduation Rate
  - b. 1S2 – Extended Graduation Rate (Six-Year)
  - c. 2S1 – Academic Proficiency in Reading/Language Arts
  - d. 2S2 – Academic Proficiency in Mathematics
  - e. 2S3 – Academic Proficiency in Science
  - f. 3S1 – Post-Program Placement
  - g. 4S1 – Nontraditional Program Enrollment
  - h. 5S2 – Program Quality: Attained Postsecondary Credits
  - i. 5S3 – Program Quality: Work-Based Learning

**Exhibit G – Specific Conditions**

See Notice of State Award. Grantor may remove (or reduce) a Specific Condition included in this Exhibit G by providing notice in writing to the Grantee.



**Fiscal Year 2021 - 2024**

Illinois Postsecondary Perkins  
Local Application Guidelines draft

*Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V)*

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**APPLICATION DUE DATE: MAY 1, 2020**

**SUBMIT APPLICATION TO: [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us)**

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## INTRODUCTION

The [Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins V) was signed into law on July 31, 2018, to be effective on July 01, 2019. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Perkins V is largely based on the structure and content of Perkins IV and remains the most important piece of legislation affecting career and technical education (CTE) in Illinois. The purpose of the law is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V facilitates this by placing a greater emphasis on the following areas:

- ✓ local flexibility;
- ✓ comprehensive stakeholder engagement and collaborative planning;
- ✓ innovation;
- ✓ equity and accountability; and,
- ✓ alignment with other education and workforce programs.

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Perkins V requires colleges to develop and implement a **four-year local application**. Please note that fiscal year 2020 is a transition year; thus, the fiscal years to be covered in this application are 2021-2024. To effectively do so and ensure local needs are met, colleges must engage stakeholders in the planning and development of their four-year application. **Required stakeholders** include representatives of secondary CTE programs, minority-serving institutions, the local workforce development board, business and industry, special populations, community organizations, and Adult Education.

The Local Application under Perkins V is comprised of elements from the comprehensive local needs assessment, Application narrative, work plan, and Uniform Budget. To be eligible for funds, each college must submit a complete Local Application that identifies activities, goals, and objectives that reflect **yearly and long-term progress**.

*These Guidelines are in draft form to coincide with the draft of the Perkins V State Plan. You will be provided with more specificity, including application forms, work plan/facilitation guidelines, and technical assistance, during the second public comment period in January 2020. However, the information provided in this document should be utilized to begin the planning process with internal and external stakeholders.*

## APPLICATION COMPLETION PROCESS

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Technical Assistance Meeting</b>         | Technical Assistance for the fiscal year 2021 - 2024 Postsecondary Perkins Local Application will be conducted on a date that is <b>TBD</b> .                                                                                                                                                                                                                                                                                                                                    |
| <b>ICQ and Programmatic Risk Assessment</b> | The Internal Control Questionnaire (ICQ) and the Programmatic Risk Assessment will be made available in late spring. These will need to be completed by <b>May 30, 2020</b> .                                                                                                                                                                                                                                                                                                    |
| <b>Application Due Date</b>                 | <b>May 1, 2020 – 5:00 p.m.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Submission Method</b>                    | All Local Application documents (Cover page, data, CLNA, narrative, work plan, Uniform Budget, signature page) must be submitted via email to <a href="mailto:cte@iccb.state.il.us">cte@iccb.state.il.us</a> with the subject line, “COLLEGE NAME, FY2021 - 2024 Local Application.”                                                                                                                                                                                             |
| <b>Submission Questions</b>                 | Please issue all questions to either your ICCB Perkins liaison or to <a href="mailto:cte@iccb.state.il.us">cte@iccb.state.il.us</a> .                                                                                                                                                                                                                                                                                                                                            |
| <b>Extension Requests</b>                   | Extension Requests will be considered on a case-by-case basis. To be considered for an extension, a written request should be emailed to <a href="mailto:cte@iccb.state.il.us">cte@iccb.state.il.us</a> by <b>TBD</b> . Granted extensions will not exceed seven days from May 1 <sup>st</sup> (the Application due date). Applications received after the deadline, without an approved extension, will not be guaranteed approval by July 1, 2020.                             |
| <b>Verification of Submission</b>           | A confirmation email will be sent to the Perkins contact upon receipt of the Application.                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Review Process</b>                       | Applications will be reviewed by a team of ICCB staff. After the review, ICCB staff will then contact the college to: <ol style="list-style-type: none"> <li>1. request more specific information, clarification and/or supporting data; or</li> <li>2. confirm that the proposal has been approved as submitted.</li> </ol> <b>NOTE: Expenditures may not begin until the college receives approval of their submitted Application and shall not begin before July 1, 2020.</b> |
| <b>Approval</b>                             | Upon approval, the ICCB will issue a Notice of State Award and a Grant Agreement to the college that details specific award information and includes all required assurances and certifications. This agreement must be signed by the college president or authorized signatory and returned to Patrick Walwer, <a href="mailto:patrick.c.walwer@illinois.gov">patrick.c.walwer@illinois.gov</a> , in order to activate the grant.                                               |

## SECTION 1: COVER PAGE

### APPLICATION COVER PAGE

The Application Cover Page will be used as the first page of the Application submission and includes the following information:

- Community college name
- Number of students served in fiscal year 2020 (see explanation below)
- Estimated fiscal year 2021 allocation (if available at the time of submission)
- Contact information, including name, title, phone and e-mail, for:
  - **Primary Perkins contact** - This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.
  - **Secondary Perkins contact(s)** - Any person(s) that oversee(s) or have multiple responsibilities related to the grant development and/or process.
  - **Fiscal contact**

### NUMBER OF STUDENTS SERVED

Provide the total number of students served through Perkins dollars in fiscal year 2020. Estimated or duplicated counts are acceptable. The total number of students could derive from the following sources:

- Students receiving support services such as:
  - Tutoring
  - Mentoring
  - Transportation
  - Books/supplies assistance
  - Disability Services
- Students impacted by:
  - The purchase of equipment or instructional materials
  - Faculty or staff receiving professional development related to instruction
  - Contact time with supplemental instruction or aides
- Other – additional data collected to track students served through Perkins funding collected by the college.

## SECTION 2: ACCOUNTABILITY

### DATA ANALYSIS

### PERFORMANCE IMPROVEMENT PLAN

Accountability and continuous improvement remain key tenets in Perkins V. While the performance indicators for postsecondary CTE did not significantly change, there will be an increased focus on transparency and equity. Colleges are required to maintain disaggregated data by student populations, including special populations, and each core indicator according to CTE programs and utilize that information to identify performance gaps and develop plans that focus on serving special populations [Section 113 (b)(4)(B)(ii)].

The updated core indicators of performance in Perkins V are as follows:

#### **Core Indicator of Performance 1P1: Postsecondary Retention and Placement**

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

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

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

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

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

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

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

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

**CTE Baseline Level Performance:**

| Indicators                                      | Baseline Level | Performance Level |         |         |         |
|-------------------------------------------------|----------------|-------------------|---------|---------|---------|
|                                                 |                | FY2020            | FY 2021 | FY 2022 | FY 2023 |
| 1P1: Postsecondary Retention and 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 Enrollment          | 9.5            | 9.6               | 9.8     | 9.9     | 10.1    |

## SECTION 3: COMPREHENSIVE LOCAL NEEDS ASSESSMENT

### NEEDS ASSESSMENT

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the comprehensive local needs assessment (CLNA). Specifically, the law states: “To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment. Institutions will use information from the local needs assessment to write and plan elements of the local application.”

The Perkins V CLNA moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs in six key areas:

- 1) student performance data;
- 2) size, scope, and quality as defined by the state plan;
- 3) labor market alignment,
- 4) progress towards implementing CTE programs of study;
- 5) recruitment, retention, and training of faculty and staff; and
- 6) progress toward improving access and equity.

The CLNA process is meant to be completed alongside a diverse body of external stakeholders; however, should be led by the community college and the Education for Employment (EFE) director(s). Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations.

Each of the eight sections of the CLNA has guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application. Colleges are required to submit the summary description of the results of your CLNA, as well as the entirety of your CLNA, alongside your application.

## SECTION 4: APPLICATION NARRATIVE

### APPLICATION NARRATIVE

Based on the findings from your local needs assessment, you will be required to identify and describe strategic activities that fulfill planned goals and objectives. Outlined goals and objectives should include measurable outcomes that reflect **yearly** and **long-term progress**, and subsequent timelines; this should be an inclusive and comprehensive application and clearly represent the culmination of the strategic planning partnerships that have been developed. Each of the components listed within the narrative should relay activities that will help support and improve CTE programs, specifically addressing those areas highlighted in the comprehensive local needs assessment.

**Reminder:** This is a four-year application. As elucidated in the Introduction, the application narrative must relay activities and timelines **through fiscal year 2024**.

Questions one through ten below represent the minimum of what will be expected of colleges to submit for the narrative portion of their local application and work plan.

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- 1. A description of how the results of the CLNA inform the selection of the specific career and technical education programs and activities selected to be funded.*
- 2. How students, including students who are members of special populations, will learn about career and technical education course offerings and if a course is part of a career and technical education program of study.*
- 3. Career exploration, career development coursework, activities, or services and career information on employment opportunities that incorporate the most up-to-date information on high- skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment.*
- 4. Have an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.*
- 5. Provide a description of how the eligible recipient will improve the academic and technical skills by strengthening the academic and career and technical education components such as the integration of coherent and rigorous content aligned with challenging academic standards.*
- 6. Describe how the eligible recipient will—*

- a. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;*
  - b. prepare CTE participants for non-traditional fields;*
  - c. provide equal access for special populations to career and technical education courses, programs, and programs of study; and*
  - d. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.*
- 7. Provide a description of the work-based learning opportunities that the eligible recipient will offer career and technical education students and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.*
- 8. Provide a description of how students can gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.*
- 9. Provide a description of how coordination will occur with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.*
- 10. Provide a description of how disparities or gaps in performance will be addressed 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 action recipient will take to eliminate those disparities or gaps.*



## SECTION 5: PROGRAMS OF STUDY

### PROGRAMS OF STUDY INVENTORY

Perkins V calls for the creation of secondary to postsecondary sequences of academic and CTE coursework that help students attain a postsecondary degree or industry-recognized certificate or credential. As part of the Local Application, colleges are required to utilize the findings from the comprehensive local needs assessment to inform program of study decision-making. One of the eleven components of the Local Application requires colleges to provide a description of any new programs of study offering(s) that will be developed and submitted to the State for approval. As with the remainder of the components of the Local Application, colleges must describe planned activities that represent both yearly and long-term goals and objectives. Federal program of study requirements are listed below.

Questions eleven and twelve below represent the minimum of what will be expected of colleges to submit for the narrative portion of their local application and work plan as it relates to programs of study.

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#### **Perkins V Federal Program of Study Requirements:**

The Strengthening Career and Technical Education for the 21st Century Act, Section 3 (41)(A-F), defines a program of study as 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 (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- e. has multiple entry and exit points that incorporate credentialing; and,
- f. culminates in the attainment of a recognized postsecondary credential.

*11. Provide a description of any new programs of study that will be developed and submitted to the State for approval. Address all six requirements above identifying what currently exists and what needs to be created or implemented.*

12. Provide a list of all fully developed programs of study. Utilize the [Programs of Study Expectations Tool](#), which is designed to ensure programs of study meet the State's minimum expectations, as well as the Federal programs of study requirements listed above.
- a. Include an update on the progress related to each program of study
  - b. Include whether or not it meets both minimum expectations and quality standards. For any program of study that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement.

## SECTION 6: BUDGET

### UNIFORM BUDGET SPREADSHEET

Perkins sub-recipients are required to complete the State of Illinois Uniform Budget Spreadsheet **annually**, with that respective fiscal year's financials. The Uniform Budget Spreadsheet contains ten expenditure categories. Please see [EDGAR 2 CFR Part 200](#) or the following table for more details.

1. Personnel (200.430)
2. Fringe Benefits (200.431)
3. Travel (200.474)
4. Equipment (200.33/200.439)
5. Supplies (200.94)
6. Contractual Services (200.318)
7. Consultant/Professional Services (200.459)
8. Training and Education (200.472)
9. Other (*requires ICCB approval*)
10. Indirect Costs/General Administration (limited to 5% of the college's allocation)

### ACTION STEPS

1. After completing the Program Narrative, complete the Uniform Budget. Specific directions are detailed within the first tab of the budget.
2. All expenditure category totals must equal the totals on Section A: Budget Summary.
3. For Expenditure Categories **Personnel**, **Fringe Benefits**, and **Travel**, the college must provide sufficient and detailed information as requested.
4. Since the Program Narrative requires ample detail for each element and activity for the **remaining expenditure categories**, only a brief description of each item is necessary.
5. For each expenditure category entry, cite the Principle, element, and activity that is being fulfilled and where a detailed description can be found.
6. The Uniform Budget will **not be accepted** without the signed certification which is to be completed by the President, Chief Financial Officer, or another authorized signatory.
7. **Do not PDF the completed Uniform Budget**; it must be sent in Excel format.

**NOTE:** For out of state travel, colleges must submit an Out of State Travel Request form unless **all** pertinent details are included within the Application. **Please see the Out of State Travel Request Form to understand what information is required.**

## BUDGET TERMS AND DEFINITIONS

| <b>EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS<br/>(EDGAR)<br/>EXPENDITURE CATEGORIES</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Compensation—Personnel</b><br><b>2 CFR 200.430</b>                                                 | Compensation for personnel services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.                                                                                                                                                                                                                                                                                                                                        |
| <b>Compensation—Fringe Benefits</b><br><b>2 CFR 200.431</b>                                           | Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity. |
| <b>Travel Costs</b><br><b>2 CFR 200.474</b>                                                           | Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.                                                                                                                                                   |
| <b>Equipment</b><br><b>2 CFR 200.33</b>                                                               | Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. <i>Please also see 2 CFR §200.439 Capital Expenditures.</i>                                                                                                          |
| <b>Supplies</b><br><b>2 CFR 200.94</b>                                                                | All tangible personal property [other than those described in §200.33 Equipment]. Generally, supplies include any materials that are expendable or consumed during the course of the grant.                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Contractual Services</b><br><b>2 CFR 200.318</b>                                                   | All products or services which are procured by contract. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award.                                                                                                                                                                                                                                                                                                                                                                |
| <b>Consultant/ Professional Service Costs</b><br><b>2 CFR 200.459</b>                                 | Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity.                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Training and Education</b><br><b>2 CFR 200.472</b>                                                 | The cost of training and education provided for employee development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indirect Cost/ General Administration</b><br><b>2 CFR 200.414</b> | <p><u>Indirect costs</u>: those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Indirect costs must be classified within two broad categories: “Facilities” and “Administration.” “Facilities” is defined as depreciation on buildings, equipment and capital improvement, interest on debt associated with certain buildings, equipment and capital improvements, and operations and maintenance expenses. “Administration” is defined as general administration and general expenses such as the director’s office, accounting, personnel and all other types of expenditures.</p> <p><u>General Administration (Perkins Section 136(d))</u>: organized administrative activities that provide assistance and support to CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.</p> |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## BUDGET MODIFICATION PROCESS

To request a budget modification, colleges must submit the following:

- ✓ Budget Modification Request Form (last tab of the Uniform Budget Spreadsheet); and,
- ✓ A revised Uniform Budget, specifically highlighting the revised areas; and,
- ✓ A signed Certification (located at the bottom of the Form)

to your ICCB Perkins liaison or [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us). The final date to submit budget modifications during the fiscal year will be May 30.

**NOTE:** Please remember that modifications must be submitted and approved **prior** to any expenditure of funds. Modifications submitted after an expenditure of funds has occurred **will not be retroactively approved**.

Grantees are allowed to make modifications up to ten percent (10%) or \$1,000 (whichever is higher) of any specific line, prior to seeking approval. Modifications that are greater than ten percent (10%) or \$1,000 (whichever is higher) of any specific line OR require a major change in scope, require the submission of a budget modification request.

## SECTION 7: REPORTING REQUIREMENTS

Pursuant to EDGAR guidelines, Postsecondary Perkins grant recipients are required to submit quarterly reports. The format and requirements for these reports will be released at a later date. Quarterly reports will be due 30 days after the end of each quarter and should be submitted to [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us). Extensions for delayed report submissions must be granted prior to the reporting deadline. Extensions will be granted for no longer than seven days past the due date. If a report due date falls on a Saturday or Sunday, colleges may submit their report the following Monday.

| QUARTERLY REPORTING SCHEDULE |                         |            |
|------------------------------|-------------------------|------------|
| REPORT                       | PERIOD                  | DUE DATE   |
| Quarter 1                    | July 1 – September 30   | October 30 |
| Quarter 2                    | October 1 – December 31 | January 30 |
| Quarter 3                    | January 1– March 31     | April 30   |
| Quarter 4/Final Report       | April 1 – June 30       | July 30    |

Grantees are also required to complete a Final Expenditure Close-Out Report 60 calendar days following the end of the grant period. The report is due by **August 30** of each fiscal year.

## SECTION 8: MONITORING

Perkins sub-recipients are subject to *fiscal* and *programmatic* monitoring.

To meet the requirements of Uniform Guidance (2 CFR 200.331(b)), Requirements for Pass-Through Entities, the ICCB has established a risk-based system for the monitoring of grantees. Previously, monitoring of grantees was cyclical. The ICCB will utilize this risk-based assessment to determine the type of monitoring conducted during the appropriate calendar year.

### The Process

Risk is assessed using a quantitative system for rating and ranking grantees and their ICCB-funded programs. The risk-based system ensures that grantees are monitored uniformly across all ICCB-funded programs, while also ensuring efficiency of time and effort on behalf of both ICCB and college staff. Grantees are assessed using factors and weights derived from multiple sources. Each grantee is allocated points based on the criteria below and is assigned a risk level of **elevated**, **moderate**, or **low** based on the total number of points allocated relative to other grantees. Criteria used in the risk assessment will be evaluated and updated annually.

- Number of material weaknesses or significant deficiencies in the grantee's most recent audit
- Number of conditions assessed in the most recent Internal Controls Questionnaire (ICQ)
- Timeliness of required submissions (performance, programmatic, financial and final reports)
- Number of findings in previous grant monitoring review
- Amount of grant funding
- Years since last monitoring visit

Monitoring activities are dependent on the grantee's risk designation and will include either an on-site review (elevated risk), a desk review (moderate risk), or fiscal and programmatic technical assistance (low risk). On-site monitoring will be conducted jointly, with ICCB fiscal and programmatic staff on-site during a defined window of time. Should you have any questions regarding the **fiscal** aspect of Perkins monitoring, please contact:

Kris Pickford  
Senior Director for Financial Compliance and  
Accountability  
(217) 558-4680  
[kris.pickford@illinois.gov](mailto:kris.pickford@illinois.gov)

Cassy Good  
Associate Director for Compliance  
(217) 524-0504  
[cassy.good@illinois.gov](mailto:cassy.good@illinois.gov)

For more information regarding programmatic monitoring specifics, contact your ICCB Perkins liaison or visit the [monitoring page](#) of the ICCB CTE website.

## SECTION 9: WIOA REQUIREMENTS FOR PERKINS

In 2014, the Workforce Investment Act of 1998 was reauthorized as the Workforce Innovation and Opportunity Act (WIOA). This Act streamlined several programs and designed a comprehensive system that is inclusive of other major workforce and educational programs. Perkins is one of sixteen required partners. As a required partner, Postsecondary Perkins recipients are to:

- Offer various career services (i.e. academic counseling, career advising, resume writing, etc.) and other activities through the one-stop centers (American Job Centers).
  - Staff and services can be made available on-site or through “direct linkage”.  
Specific services for each area will be outlined in that area’s MOU.
- Participate in the Memoranda of Understanding (MOU) negotiations as well as negotiations to determine infrastructure and shared system costs.
- Provide a limited amount of resources to fund infrastructure and shared system costs of the one-stop centers. Partners are to contribute their “fair share” of the costs based on proportionate use and relative benefits received (20 CFR 678.420(b)(2)(i), 34 CFR 361.420(b)(2)(i), and 34 CFR 463.420(b)(2)(i). When using federal grant funds, Postsecondary Perkins are limited to expending general administration funding - which is capped at 5% of their total allocation (TEGL WIOA No. 17-16).

Please see the [Governor’s Guidelines](#) including supplemental guidance for more information.



## A. ICCB CTE STAFF CONTACT INFORMATION

**The Illinois Community College Board**  
 401 East Capitol Avenue, Springfield, IL 62701-1711  
 Phone: 217.785.0123; Fax: 217.785.0090

| NAME             | TITLE                                             | PHONE        | EMAIL                                                                            |
|------------------|---------------------------------------------------|--------------|----------------------------------------------------------------------------------|
| Whitney Thompson | Senior Director for CTE                           | 217.558.0318 | <a href="mailto:whitney.thompson@illinois.gov">whitney.thompson@illinois.gov</a> |
| Vacant           | Director for CTE                                  |              |                                                                                  |
| Natasha Allan    | Associate Director for CTE Compliance             | 217.785.0139 | <a href="mailto:natasha.allan@illinois.gov">natasha.allan@illinois.gov</a>       |
| Melissa Andrews  | Associate Director for CTE                        | 217.785.0068 | <a href="mailto:melissa.andrews@illinois.gov">melissa.andrews@illinois.gov</a>   |
| Nicole Joerger   | Associate Director for CTE                        | 217.524.9119 | <a href="mailto:nicole.joerger3@illinois.gov">nicole.joerger3@illinois.gov</a>   |
| Vacant           | Associate Director for CTE                        |              |                                                                                  |
| Deja Luckett     | CTE Research Analyst                              | 217.785.0028 | Deja.luckett@illinois.gov                                                        |
| Vacant           | Associate Director for Integrated Career Programs |              |                                                                                  |

## **B. USEFUL RESOURCES AND LINKS**

[Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)

[Perkins Reauthorization Resources](#)

[Illinois Programs of Study Expectations Tool](#)

[ICCB CTE Grant Manual](#)

[ICCB CTE Resources webpage](#)

[Education Department General Administrative Regulations \(EDGAR\)](#)

[Grant Accountability and Transparency Act \(GATA\)](#)

[Governor's Guidelines- WIOA](#)

[Illinois Center for Specialized Professional Support \(ICSPS\)](#)

[Office of Community College Research and Leadership \(OCCRL\)](#)

## C. SUMMARY OF PERKINS V FEDERAL USES OF FUNDS

### REQUIREMENTS FOR USES OF FUNDS

Section 135b of [Perkins V](#)

**Under Perkins V there are six required uses of funds. Permissive uses of funds are no longer separated, but rather are included within each respective required use. Permissive uses are italicized below.**

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include [the following]:
  - (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;*
  - (B) readily available career and labor market information, including information on—
    - (i) occupational supply and demand;*
    - (ii) educational requirements;*
    - (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and*
    - (iv) employment sectors;**
  - (C) programs and activities related to the development of student graduation and career plans;*
  - (D) career guidance and academic counselors that provide information on postsecondary education and career options;*
  - (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or*
  - (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry.*
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include [the following]:
  - (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;*
  - (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));*
  - (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;*

*(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;*

*(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;*

*(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;*

*(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;*

*(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or*

*(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.*

**3.** Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

**4.** Support integration of academic skills into career and technical education programs and programs of study to support [the following]:

*(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and*

*(B) CTE participants at the postsecondary level in achieving academic skills.*

**5.** Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include [the following]:

*(A) a curriculum aligned with the requirements for a program of study;*

*(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C.*

3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving 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;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

*(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;*

*(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;*

*(S) support 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, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or*

*(T) other activities to improve career and technical education programs.*

- 6.** Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

# Illinois Community College Board



## Program Review Manual

For Submission of College Annual Program  
Review Summary Reports

**Fiscal Year 2017-2021**

Printed by Authority of the State of Illinois

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## **Section I: General Overview**

### **Purpose**

The Illinois Community College Board (ICCB) is mandated by the Illinois Public Community College Act to coordinate a statewide program review system (see P.A. 78-669). Instructional programs are to be reviewed once every five years by their respective community college. This manual offers guidance and outlines all reporting and submission requirements.

The purpose of Statewide Program Review is to:

1. support strategic campus-level planning and decision-making related to instructional programming and academic support services;
2. support program improvement;
3. support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system.

### **Authority**

Under Section 2.12 of the Illinois Public Community College Act, the ICCB, designated as the "State Board" has the authority to provide statewide planning, conduct feasibility surveys, approve and disapprove programs, and discontinue programs which fail to reflect the educational needs of the district (P.A. 78-669).

### **Process**

The Statewide Program Review process is designed to complement college-level planning and decision making, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Colleges are expected to develop processes that comply with the ICCB Administrative Rules. Additionally, colleges are encouraged to integrate program review within campus planning and quality improvement processes that already exist. These processes may include but are not limited to: strategic planning of instructional programming, development of the annual calendar, data submission and reporting, and accreditation review.

Guidelines, templates, and schedules have been developed to assist the colleges in reviewing four (4) major instructional program areas:

- 1) Career and Technical Education,
- 2) Academic Disciplines,
- 3) Cross-Disciplinary Instruction, and
- 4) Student and Academic Support Services.

All four areas including all programs within each area are to be reviewed on a five year cycle. The schedule represents the programs and courses to be reviewed during each fiscal year. See [Section VII: Submission Documents](#) in this manual for the full schedule.

Submission of the review, using the program specific templates, to the ICCB is required by September 1<sup>st</sup> of every year. Program review summaries are reviewed by a team of ICCB staff. Additional requests for information, especially if there are inadequate or missing sections, may be required throughout the year. Within the fiscal year, ICCB staff will contact you with specific feedback, consistent with the statutory authority of the agency.

## **Section II: Completing the Review**

Every year, specific instructional programs and services will be reviewed in each of the four main areas consistent with the schedule detailed in Section VII: Submission Documents. The schedule is not all inclusive, particularly for CTE programs. Specific programs not listed in the schedule, should be reviewed in fiscal years with similar programs and/or CIP codes.

Templates are provided specific to each review area in [Section V: Review Instruments](#) and [Section VI: Cross-Disciplinary Review Instruments](#). These templates **must** be utilized for the college's program review submission.

- Complete a separate template for each program/course.
- Complete the template in its entirety.
- Failure to fully complete the review templates will result in the specific program review submission being rejected.
- Convoluted narrative responses are discouraged. Answer questions succinctly providing only the information requested.

### **Career & Technical Education (CTE) Programs**

A CTE program utilizes a curriculum designed to prepare students for employment in a specific career pathway. This includes programs leading to an Associate in Applied Science (A.A.S.) Degree or Certificate. These reviews should utilize the minimum standards of need, cost and quality to comprehensively review each program.

### **Academic Disciplines**

The academic disciplines are the courses and sequences of courses in Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. These reviews should focus on the quality of individual courses and clusters of courses, as well as how successful the discipline area as a whole is in achieving its goals.

### **Student & Academic Support Services**

Student and Academic Support Services are non-instructional activities that support instruction and include admissions, recruiting functions, registrar functions, learning and tutoring centers, career centers and job placement, financial aid, disability services, counseling and advising, library, business services, athletics, and other student activities. It is suggested that colleges review all of their student and academic support services. Colleges should also evaluate the quality and cost effectiveness of all their student and academic support services. To assist colleges in these reviews a Self-Assessment Tool is available on the ICCB website at

[https://www.iccb.org/academic\\_affairs/?page\\_id=36](https://www.iccb.org/academic_affairs/?page_id=36)

From the ICCB homepage, select the following tabs Divisions>Academic Affairs> Program Review and scroll down to the bottom of the page.

## **Cross-Disciplinary Instruction**

Cross-disciplinary instruction is curriculum that incorporates courses from two or more instructional areas. These curricula are designed to support broad goals related to a college's mission and include:

- Remedial Mathematics
- Remedial English Language Arts (Reading and Communication Skills)
- Adult Education including English as a Second Language (ESL)
- Vocational Skills

These reviews should focus on the quality of offerings and how successful the cross-disciplinary area is as a whole in achieving its goals. The reviews of cross-disciplinary curricula build upon the reviews of academic disciplines and occupational programs as appropriate.

***NOTE:** Colleges are no longer required to submit reviews of General Education and Transfer functions, but should continue these reviews at the institutional level to meet accreditation and other requirements.*

## **Other Program Actions**

Annually, colleges will report important program changes and improvements that did not result from program review but are made as a result of campus planning and/or quality improvement. This includes, but is not limited to, addition of new programs and modification or elimination of existing programs outside of program areas under review for the current year.

- For programs up for review, an area is available on each template for colleges to detail any recent program actions since the last review.
- For programs reviewed in previous years, if significant modifications were made or substantial recommendations were made by ICCB staff in a prior review cycle and an update is required, provide an update using the [Prior Review Supplemental Information](#) form.

### **In general, college program review processes should:**

- At a minimum, systematically examine the **need**, **cost**, and **quality** of individual instructional programs;
- Involve faculty and appropriate administrators who are directly responsible for instruction in the area as well as faculty, academic support professionals, and administrators from across the campus as appropriate;
- Employ relevant information such as assessment results appropriate to the unit, as well as comparative data on enrollments, completions, and costs using the most recent audited state-level data;
- Assure that the process is well documented and use the results to inform campus planning initiatives, quality improvement efforts, and budget allocation decisions;
- Report results and actions resulting from reviews to local boards, advisory committees, and other stakeholders as appropriate;

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- Implement strategies to address deficiencies discovered during the review process; and,
- Adhere to a minimum review cycle of once every five years for instructional programs.

Additional information for each of these standards is included on the templates and will help guide colleges to successfully review a program area or course.

### **Section III: Program Review Data**

Each minimum standard for review will require a thorough analysis of data. Colleges are to analyze disaggregated data including course-level and demographic data to identify trends and equity gaps. Colleges may use the most recent audited state-level data available from ICCB at the time they begin their annual program review process. The aforementioned data and reports can be found at <https://www.iccb.org/data>.

State and local labor market data, including occupational and industry employment projections and wage data, is available through the Illinois Department of Employment Security (IDES) at <http://www.ides.illinois.gov>.

Other data as collected by the institution or program is encouraged to be used and should be cited appropriately.

### **Section IV: Submission Requirements**

Annual reviews are to be completed in full and submitted to [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us) by September 1<sup>st</sup> of each year. All program review documents and templates should be compiled and submitted as one file or document. Failure to submit documents in this manner will result in the submission being rejected and will require resubmission by the college. The submission should include the following:

- A completed Program Review Cover Page;
- Completed review templates for all four areas and programs listed in the schedule for the fiscal year being reviewed; and
- Completed “Prior Review Supplemental Information” Templates based on prior review cycles, if appropriate.

**The submission of extraneous information outside of what is required will not be reviewed.** Each template should represent a summary of each program and all information and data should be concise. If additional information or data is needed, it will be requested by ICCB staff pending further review.

**EXTENSIONS:** Extensions may be granted and should be requested by August 1 of each fiscal year. An extension may not exceed two weeks following the initial deadline. Please request extensions by emailing [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us).

**EXCEPTIONS:** Any previously approved exceptions will be honored. For future reference, the five year program review schedule will be strictly adhered to.

**Section V: Review Instruments**

| <b>Career &amp; Technical Education</b>                                                                                                                                                                                                                                                                                                           |                |                    |                  |                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------|------------------|---------------------------------------------------------------------------|
| College Name:                                                                                                                                                                                                                                                                                                                                     |                |                    |                  |                                                                           |
| Fiscal Year in Review:                                                                                                                                                                                                                                                                                                                            |                |                    |                  |                                                                           |
| <b>Program Identification Information</b>                                                                                                                                                                                                                                                                                                         |                |                    |                  |                                                                           |
| Program Title                                                                                                                                                                                                                                                                                                                                     | Degree or Cert | Total Credit Hours | 6-Digit CIP Code | List All certificate programs that are stackable within the parent degree |
|                                                                                                                                                                                                                                                                                                                                                   |                |                    |                  |                                                                           |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.                                                                                                                        |                |                    |                  |                                                                           |
| <b>Program Objectives</b><br>What are the overarching objectives/goals of the program?                                                                                                                                                                                                                                                            |                |                    |                  |                                                                           |
| To what extent are these objectives being achieved?                                                                                                                                                                                                                                                                                               |                |                    |                  |                                                                           |
| <b>Past Program Review Action</b><br>What action was reported last time the program was reviewed?                                                                                                                                                                                                                                                 |                |                    |                  |                                                                           |
| <b>CTE Program Review Analysis</b>                                                                                                                                                                                                                                                                                                                |                |                    |                  |                                                                           |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. |                |                    |                  |                                                                           |
| List all pre-requisites for this program (courses, placement scores, etc.).                                                                                                                                                                                                                                                                       |                |                    |                  |                                                                           |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).                                                                                                                                     |                |                    |                  |                                                                           |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.                                                                                                                                                                                                                                          |                |                    |                  |                                                                           |
| <b>Indicator 1: Need</b>                                                                                                                                                                                                                                                                                                                          |                | <b>Response</b>    |                  |                                                                           |

|                                                                                                                                                            |                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1.1 How strong is the occupational demand for the program?                                                                                                 |                 |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years?                                                         |                 |
| 1.3 What is the district and/or regional need?                                                                                                             |                 |
| 1.4 How are students recruited for this program?                                                                                                           |                 |
| 1.5 Where are students recruited from?                                                                                                                     |                 |
| 1.6 Did the review of program need result in actions or modifications? Please explain.                                                                     |                 |
| <b>Indicator 2:<br/>Cost Effectiveness</b>                                                                                                                 | <b>Response</b> |
| 2.1 What are the costs associated with this program?                                                                                                       |                 |
| 2.2 How do costs compare to other programs on campus?                                                                                                      |                 |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?                                                                          |                 |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. |                 |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain.                                                                 |                 |
| <b>Indicator 3: Quality</b>                                                                                                                                | <b>Response</b> |
| 3.1 What are the program's strengths?                                                                                                                      |                 |
| 3.2 What are the identified or potential weaknesses of the program?                                                                                        |                 |



|                                                                                                                                                                                                                                 |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?                                                                                                                  |  |
| 3.4 How does this program fit into a career pathway?                                                                                                                                                                            |  |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?                                                                                                            |  |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.                                                                                                                           |  |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum?                                                                                                                                    |  |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). |  |
| 3.9 Are industry-recognized credentials offered? If so, please list.                                                                                                                                                            |  |
| 3.10 Is this an apprenticeship program? If so, please elaborate.                                                                                                                                                                |  |
| 3.11 If applicable, please list the licensure examination pass rate.                                                                                                                                                            |  |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program?                                                                                                                             |  |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?                                                                                        |  |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.                                                                                                                      |  |

|                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? |  |
| 3.16 What is the status of the current technology and equipment used for this program?                                                    |  |
| 3.17 What assessment methods are used to ensure student success?                                                                          |  |
| 3.18 How satisfied are students with their preparation for employment?                                                                    |  |
| 3.19 How is student satisfaction information collected?                                                                                   |  |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)            |  |
| 3.21 How often does the program advisory committee meet?                                                                                  |  |
| 3.22 How satisfied are employers in the preparation of the program's graduates?                                                           |  |
| 3.23 How is employer satisfaction information collected?                                                                                  |  |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain.                                            |  |

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

|  |
|--|
|  |
|--|

**Data Analysis for CTE Program Review**

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

|                                                                                                         |        |        |        |        |        |
|---------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| CTE Program                                                                                             |        |        |        |        |        |
| CIP Code                                                                                                |        |        |        |        |        |
|                                                                                                         | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled                                                                             |        |        |        |        |        |
| Number of Completers                                                                                    |        |        |        |        |        |
| Other (Please identify)                                                                                 |        |        |        |        |        |
| How does the data support the program goals? Elaborate.                                                 |        |        |        |        |        |
| What disaggregated data was reviewed?                                                                   |        |        |        |        |        |
| Were there gaps in the data? Please explain.                                                            |        |        |        |        |        |
| What is the college doing to overcome any identifiable gaps?                                            |        |        |        |        |        |
| Are the students served in this program representative of the total student population? Please explain. |        |        |        |        |        |
| Are the students served in this program representative of the district population? Please explain.      |        |        |        |        |        |

| <b>Review Results</b>                                                                                                                         |                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Action</b>                                                                                                                                 | <input type="checkbox"/> Continued with Minor Improvements<br><input type="checkbox"/> Significantly Modified<br><input type="checkbox"/> Placed on Inactive Status<br><input type="checkbox"/> Discontinued/Eliminated<br><input type="checkbox"/> Other (please specify) |
| <b>Summary Rationale</b><br>Please provide a brief rationale for the chosen action.                                                           |                                                                                                                                                                                                                                                                            |
| <b>Intended Action Steps</b><br>What are the action steps resulting from this review?<br>Please detail a timeline and/or dates for each step. |                                                                                                                                                                                                                                                                            |

| <b>Academic Disciplines</b>                                                                                                                                                                                                                                                             |                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| College Name:                                                                                                                                                                                                                                                                           |                 |
| Fiscal Year in Review:                                                                                                                                                                                                                                                                  |                 |
| Discipline Area:                                                                                                                                                                                                                                                                        |                 |
| <b>Review Summary</b>                                                                                                                                                                                                                                                                   |                 |
| Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.                                                                                                                 |                 |
| <b>Program Objectives</b><br>What are the objectives/goals of the discipline?                                                                                                                                                                                                           |                 |
| To what extent are these objectives being achieved?                                                                                                                                                                                                                                     |                 |
| How does this discipline contribute to other fields and the mission of the college?                                                                                                                                                                                                     |                 |
| <b>Prior Review Update</b><br>Describe any quality improvements or modifications made since the last review period.                                                                                                                                                                     |                 |
| <b>Review Analysis</b>                                                                                                                                                                                                                                                                  |                 |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided. |                 |
| <b>Indicator 1: Need</b>                                                                                                                                                                                                                                                                | <b>Response</b> |
| 1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?                                                    |                 |
| 1.2 How are students informed or recruited for this program?                                                                                                                                                                                                                            |                 |
| <b>Indicator 2: Cost Effectiveness</b>                                                                                                                                                                                                                                                  | <b>Response</b> |

|                                                                                                                                                                                                     |                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 2.1 What are the costs associated with this discipline?                                                                                                                                             |                 |
| 2.2 What steps can be taken to offer curricula more cost-effectively?                                                                                                                               |                 |
| 2.3 Is there a need for additional resources?                                                                                                                                                       |                 |
| <b>Indicator 3: Quality</b>                                                                                                                                                                         | <b>Response</b> |
| 3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?                                                            |                 |
| 3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?                                                         |                 |
| 3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?                                                                              |                 |
| 3.4 How does the discipline identify and support at-risk students?                                                                                                                                  |                 |
| 3.5 To what extent is the discipline integrated with other instructional programs and services?                                                                                                     |                 |
| 3.6 What does the discipline or department review when developing or modifying curriculum?                                                                                                          |                 |
| 3.7 When a course has low retention and/or success rates, what is the process to address these issues?                                                                                              |                 |
| List any barriers encountered while implementing this discipline.                                                                                                                                   |                 |
|                                                                                                                                                                                                     |                 |
| <p><b>Data Analysis for Academic Disciplines</b></p> <p>Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.</p> |                 |

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|                                                                                                                                                         |        |        |        |        |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| <b>Academic Discipline Area</b>                                                                                                                         |        |        |        |        |        |
| <b>Course Title</b>                                                                                                                                     |        |        |        |        |        |
| <b>Course Description</b>                                                                                                                               |        |        |        |        |        |
|                                                                                                                                                         | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled                                                                                                                             |        |        |        |        |        |
| Credit Hours Produced                                                                                                                                   |        |        |        |        |        |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students                                                         |        |        |        |        |        |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions)                                                                        |        |        |        |        |        |
| How does the data support the course goals? Elaborate.                                                                                                  |        |        |        |        |        |
| What disaggregated data was reviewed?                                                                                                                   |        |        |        |        |        |
| Were there identifiable gaps in the data? Please explain.                                                                                               |        |        |        |        |        |
| <b>Academic Course Review Results</b>                                                                                                                   |        |        |        |        |        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. |        |        |        |        |        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.                                        |        |        |        |        |        |
| <b>Resources Needed</b>                                                                                                                                 |        |        |        |        |        |
| <b>Responsibility</b><br>Who is responsible for completing or implementing the modifications?                                                           |        |        |        |        |        |

| <b>STUDENT AND ACADEMIC SUPPORT SERVICES</b>                                                                                                                                                                                                                     |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between <b>4 – 8 pages in length.</b> |  |
| College Name:                                                                                                                                                                                                                                                    |  |
| Fiscal Year in Review:                                                                                                                                                                                                                                           |  |
| Review Area:                                                                                                                                                                                                                                                     |  |
| <b>Program Summary</b><br>Please provide a brief summary of the function of the program.                                                                                                                                                                         |  |
| <b>Prior Review Update</b><br>Describe any quality improvements or modifications made since the last review period.                                                                                                                                              |  |
| What are the identified or potential weaknesses of the program?                                                                                                                                                                                                  |  |
| What are the program’s strengths?                                                                                                                                                                                                                                |  |
| <b>Rationale</b><br>Detail all major findings resulting from the current review.                                                                                                                                                                                 |  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.                                                                                                          |  |



## Section VI: Cross-Disciplinary Review Instruments

| <b>Remedial Math</b>                                                                                                                                                                                                                                                                |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| College Name:                                                                                                                                                                                                                                                                       |                 |
| Fiscal Year in Review:                                                                                                                                                                                                                                                              |                 |
| <b>Review Summary</b>                                                                                                                                                                                                                                                               |                 |
| <b>Program Objectives</b><br>What are the objectives or goals of the program/discipline?                                                                                                                                                                                            |                 |
| To what extent are these objectives or goals being achieved?                                                                                                                                                                                                                        |                 |
| How does this program contribute to other fields and the mission of the college?                                                                                                                                                                                                    |                 |
| <b>Prior Review Update</b><br>Describe any quality improvements or modifications made since the last review period.                                                                                                                                                                 |                 |
| <b>Review Analysis</b>                                                                                                                                                                                                                                                              |                 |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. |                 |
| <b>Indicator 1: Need</b>                                                                                                                                                                                                                                                            | <b>Response</b> |
| 1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).                                                 |                 |
| <b>Indicator 2: Cost Effectiveness</b>                                                                                                                                                                                                                                              | <b>Response</b> |
| 2.1 What are the costs associated with this program?                                                                                                                                                                                                                                |                 |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?                                                                                                                                                                                                   |                 |

|                                                                                                                                                                                           |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.                       |                 |
| 2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?                                                                                          |                 |
| 2.5 Are there needs for additional resources? If so, what are they?                                                                                                                       |                 |
| <b>Indicator 3: Quality</b>                                                                                                                                                               | <b>Response</b> |
| 3.1 How is the college working with high schools to reduce remedial needs?                                                                                                                |                 |
| 3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year? |                 |
| 3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.                                                                           |                 |
| 3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?                                                          |                 |
| 3.5 What innovation has been implemented or brought to this program?                                                                                                                      |                 |
| 3.6 To what extent is the program integrated with other instructional programs and services?                                                                                              |                 |
| 3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?                                                   |                 |
| 3.8 How well are completers of remedial/developmental courses doing in related college-level courses?                                                                                     |                 |
| 3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?                                                                       |                 |

|                                                                                                                                                               |        |        |        |        |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| <b>List any barriers encountered while implementing the program.</b>                                                                                          |        |        |        |        |        |
|                                                                                                                                                               |        |        |        |        |        |
| <b>Data Analysis for Remedial Math</b>                                                                                                                        |        |        |        |        |        |
| Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. |        |        |        |        |        |
| Course Title                                                                                                                                                  |        |        |        |        |        |
| Course Description                                                                                                                                            |        |        |        |        |        |
|                                                                                                                                                               | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled                                                                                                                                   |        |        |        |        |        |
| Credit Hours Produced                                                                                                                                         |        |        |        |        |        |
| Success Rate (% C or better) at the end of the course, Excluding Withdrawals and Audit students                                                               |        |        |        |        |        |
| <b>Review Results</b>                                                                                                                                         |        |        |        |        |        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.                                              |        |        |        |        |        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.       |        |        |        |        |        |

| <b>Remedial English Language Arts (Reading and Communication Skills)</b>                                                                                                                                                                                                            |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| College Name:                                                                                                                                                                                                                                                                       |                 |
| Fiscal Year in Review:                                                                                                                                                                                                                                                              |                 |
| <b>Review Summary</b>                                                                                                                                                                                                                                                               |                 |
| <b>Program Objectives</b><br>What are the objectives or goals of the program?                                                                                                                                                                                                       |                 |
| To what extent are these objectives or goals being achieved?                                                                                                                                                                                                                        |                 |
| How does this program contribute to other fields and the mission of the college?                                                                                                                                                                                                    |                 |
| <b>Prior Review Update</b><br>Describe any quality improvements or modifications made since the last review period.                                                                                                                                                                 |                 |
| <b>Review Analysis</b>                                                                                                                                                                                                                                                              |                 |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. |                 |
| <b>Indicator 1: Need</b>                                                                                                                                                                                                                                                            | <b>Response</b> |
| 1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.                                                                                                                                                             |                 |
| <b>Indicator 2: Cost Effectiveness</b>                                                                                                                                                                                                                                              | <b>Response</b> |
| 2.1 What are the costs associated with this program?                                                                                                                                                                                                                                |                 |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?                                                                                                                                                                                                   |                 |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.                                                                                                                 |                 |
| 2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?                                                                                                                                                                                    |                 |

|                                                                                                                                                                                           |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 2.5 Are there needs for additional resources? If so, what are they?                                                                                                                       |                 |
| <b>Indicator 3: Quality</b>                                                                                                                                                               | <b>Response</b> |
| 3.1 How is the college working with high schools to reduce remedial needs?                                                                                                                |                 |
| 3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?                                                          |                 |
| 3.3 What innovation has been implemented or brought to this program?                                                                                                                      |                 |
| 3.4 To what extent is the program integrated with other instructional programs and services?                                                                                              |                 |
| 3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?                                                   |                 |
| 3.6 How well are completers of remedial/developmental courses doing in related college-level courses                                                                                      |                 |
| 3.7 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year? |                 |
| 3.8 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.                                                                           |                 |
| 3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?                                                                       |                 |
| <b>List any barriers encountered while implementing the program.</b>                                                                                                                      |                 |
|                                                                                                                                                                                           |                 |

**PROGRAM REVIEW MANUAL / FY 2017-2021**

| <b>Data Analysis for English Language Arts</b>                                                                                                                                 |        |        |        |        |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available. |        |        |        |        |        |
| Course Title                                                                                                                                                                   |        |        |        |        |        |
| Course Description                                                                                                                                                             |        |        |        |        |        |
|                                                                                                                                                                                | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled                                                                                                                                                    |        |        |        |        |        |
| Credit Hours Produced                                                                                                                                                          |        |        |        |        |        |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students                                                                                |        |        |        |        |        |
| <b>Review Results</b>                                                                                                                                                          |        |        |        |        |        |
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.                                                               |        |        |        |        |        |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.                        |        |        |        |        |        |

| <b>Adult Education and English as a Second Language</b>                                                                                                                                                                                                                             |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| College Name:                                                                                                                                                                                                                                                                       |                 |
| Fiscal Year in Review:                                                                                                                                                                                                                                                              |                 |
| <b>Review Summary</b>                                                                                                                                                                                                                                                               |                 |
| <b>Program Objectives</b><br>What are the objectives or goals of the program?                                                                                                                                                                                                       |                 |
| To what extent are these objectives or goals being achieved?                                                                                                                                                                                                                        |                 |
| How does this program contribute to other fields and the mission of the college?                                                                                                                                                                                                    |                 |
| <b>Prior Review Update</b><br>Describe any quality improvements or modifications made since the last review period.                                                                                                                                                                 |                 |
| <b>Review Analysis</b>                                                                                                                                                                                                                                                              |                 |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. |                 |
| <b>Indicator 1: Need</b>                                                                                                                                                                                                                                                            | <b>Response</b> |
| 1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.                                                                                                                                                             |                 |
| 1.2 How will students be informed or recruited for this program?                                                                                                                                                                                                                    |                 |
| 1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.                                                                                                                                                                    |                 |
| <b>Indicator 2: Cost Effectiveness</b>                                                                                                                                                                                                                                              | <b>Response</b> |
| 2.1 What are the costs associated with this program?                                                                                                                                                                                                                                |                 |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?                                                                                                                                                                                                   |                 |



|                                                                                                                                                                     |                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate. |                 |
| 2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?                                                                    |                 |
| 2.5 Are there needs for additional resources? If so, what are they?                                                                                                 |                 |
| <b>Indicator 3: Quality</b>                                                                                                                                         | <b>Response</b> |
| 3.1 What are the program's strengths?                                                                                                                               |                 |
| 3.2 What are the identified or potential weaknesses of the program?                                                                                                 |                 |
| 3.3 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?                                    |                 |
| 3.4 What innovation has been implemented or brought to this program?                                                                                                |                 |
| 3.5 To what extent is the program integrated with other instructional programs and services?                                                                        |                 |
| 3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?                             |                 |
| 3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?                                                 |                 |
| 3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.                                                    |                 |
| 3.9 Are students completing the program and advancing to further education? Please explain.                                                                         |                 |

|                                                                                                                                                                                                                                                                                                                                |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>3.10 How is the college meeting established performance measures?</p>                                                                                                                                                                                                                                                       |  |
| <p>3.11 How is the college engaging with the discipline to ensure an offering of instructional services and supports that lead to postsecondary education or employment? (i.e., Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities)</p> |  |
| <p>List any barriers encountered while implementing the program.</p>                                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                |  |
| <p><b>Review Results</b></p>                                                                                                                                                                                                                                                                                                   |  |
| <p><b>Rationale</b><br/>Provide a brief summary of the review findings and a rationale for any future modifications.</p>                                                                                                                                                                                                       |  |
| <p><b>Intended Action Steps</b><br/>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>                                                                                                                                                                |  |

| <b>Vocational Skills</b>                                                                                                                                                                                                                                                            |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| College Name:                                                                                                                                                                                                                                                                       |                 |
| Fiscal Year in Review:                                                                                                                                                                                                                                                              |                 |
| <b>Review Summary</b>                                                                                                                                                                                                                                                               |                 |
| <b>Program Objectives</b><br>What are the objectives or goals of the offerings?                                                                                                                                                                                                     |                 |
| To what extent are these objectives or goals being achieved?                                                                                                                                                                                                                        |                 |
| How do these programs contribute to other fields and the mission of the college?                                                                                                                                                                                                    |                 |
| <b>Prior Review Update</b><br>Describe any quality improvements or modifications made since the last review period.                                                                                                                                                                 |                 |
| <b>Review Analysis</b>                                                                                                                                                                                                                                                              |                 |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided. |                 |
| <b>Indicator 1: Need</b>                                                                                                                                                                                                                                                            | <b>Response</b> |
| 1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.                                                                                                                                                             |                 |
| 1.2 How are students informed or recruited for these offerings?                                                                                                                                                                                                                     |                 |
| 1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.                                                                                                                                                                    |                 |
| <b>Indicator 2: Cost Effectiveness</b>                                                                                                                                                                                                                                              | <b>Response</b> |
| 2.1 What are the costs associated with this program?                                                                                                                                                                                                                                |                 |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?                                                                                                                                                                                                   |                 |

|                                                                                                                                                                                                                                                                                                     |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>                                                                                                                                                                                             |                        |
| <p><b>Indicator 3: Quality</b></p>                                                                                                                                                                                                                                                                  | <p><b>Response</b></p> |
| <p>3.1 What are the program's strengths?</p>                                                                                                                                                                                                                                                        |                        |
| <p>3.2 What are the identified or potential weaknesses of the program?</p>                                                                                                                                                                                                                          |                        |
| <p>3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?</p>                                                                                                                                                  |                        |
| <p>3.4 How are vocational skills offerings appropriately integrated with other programs and services?</p>                                                                                                                                                                                           |                        |
| <p>3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules?</p> <ul style="list-style-type: none"> <li>• Prepare for entry-level employment</li> <li>• Upgrade students' existing skills</li> <li>• Prepare students for credentialing</li> </ul> |                        |
| <p>3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>                                                                                                                                                      |                        |
| <p>3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>                                                                                                                                                                          |                        |
| <p>3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.</p>                                                                                                                                                                             |                        |
| <p>List any barriers encountered while implementing the program.</p>                                                                                                                                                                                                                                |                        |
| <p></p>                                                                                                                                                                                                                                                                                             |                        |

| <b>Review Results</b>                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Rationale</b><br>Provide a brief summary of the review findings and a rationale for any future modifications.                                        |  |
| <b>Intended Action Steps</b><br>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. |  |

**Section VII: Submission Documents**

## **ICCB Program Review Summary Report Checklist**

**The following should be provided in the Annual ICCB Program Review Submission:**

- Cover Page
  
- Current Cycle Review Templates
  - Career and Technical Education
  - Academic Disciplines
  - Cross-Disciplinary
  - Student and Academic Support Services
  
- Prior Review Supplemental Information Template
  
- Other Attachments as Necessary

| <b>Program Review Cover Page</b>                     |              |
|------------------------------------------------------|--------------|
| College                                              |              |
| District Number                                      |              |
| Contact Person<br>(name, title, contact information) |              |
| Fiscal Year Reviewed:                                |              |
| <b>Directory of Reviews Submitted</b>                |              |
| Area Being Reviewed                                  | Page Numbers |
| Career and Technical Education                       |              |
| Academic Disciplines                                 |              |
| Cross-Disciplinary Instruction                       |              |
| Student and Academic Support<br>Services             |              |
| Prior Review Supplemental<br>Information             |              |
| Other Attachments As Necessary                       |              |



**Prior Review Supplemental Information**

Include updates on programs reviewed in prior years for which action was taken during the current year and/or changes resulted from planning and quality improvement initiatives. This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.

|                                                                                            |                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| College Name:                                                                              |                                                                                                                                                                                                                                                                                                                                    |
| Fiscal Year Reviewed:                                                                      |                                                                                                                                                                                                                                                                                                                                    |
| Review Area/Program:                                                                       |                                                                                                                                                                                                                                                                                                                                    |
| Action                                                                                     | <input type="checkbox"/> Continued with minor improvement<br><input type="checkbox"/> Significantly modified<br><input type="checkbox"/> Discontinued/Eliminated<br><input type="checkbox"/> Placed on inactive status<br><input type="checkbox"/> Scheduled for further review<br><input type="checkbox"/> Other, please specify: |
| Detail all major findings, improvements, or modifications resulting from the prior review. |                                                                                                                                                                                                                                                                                                                                    |

**ICCB 5-Year Program Review Schedule**

| Review Area                           | FY2017                                                     | FY2018                                                                        | FY2019                                                        | FY2020                                                                                                                                                                                           | FY2021                                                                              |
|---------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Academic Disciplines                  | Communications                                             | Mathematics                                                                   | Physical and Life Sciences                                    | Humanities and Fine Arts                                                                                                                                                                         | Social and Behavioral Sciences                                                      |
| Student and Academic Support Services | Admissions                                                 | Learning and Tutoring Centers                                                 | Financial Aid                                                 | Disability Services                                                                                                                                                                              | Business Services                                                                   |
|                                       | Recruiting                                                 | Career Centers and Job Placement                                              |                                                               | Counseling and Advising                                                                                                                                                                          | Athletics                                                                           |
|                                       | Registration and Records                                   |                                                                               |                                                               | Library                                                                                                                                                                                          | Student Activities                                                                  |
| Cross-Disciplinary Instruction        |                                                            | Remedial/ Developmental Mathematics                                           | Remedial/ Developmental English Language Arts                 | Adult Education including ESL                                                                                                                                                                    | Vocational Skills                                                                   |
| Career and Technical Education        | <u>09 Communication, Journalism, and Related Programs</u>  | <u>12 Personal and Culinary Services</u><br>Cosmetology-1204<br>Culinary-1205 | <u>12 Personal and Culinary Services</u><br>Mortuary Sci-1203 | <u>01 Agriculture, Agriculture Operations, and Related Sciences</u><br>Ag General-0100<br>Ag Business-0101<br>Ag Production-0103<br>Ag Services-0105<br>Horticulture-0106<br>Animal Science-0109 | <u>01 Agriculture, Agriculture Operations, and Related Sciences</u><br>Ag Mech-0102 |
|                                       | <u>10 Communications Technologies and Support Services</u> | <u>16 Foreign languages, Literatures, and Linguistics</u>                     | <u>31 Parks, Recreation, Leisure, and Fitness Studies</u>     | <u>03 Natural Resources and Conservation</u>                                                                                                                                                     | <u>41 Science Technologies</u>                                                      |

**ICCB 5-Year Program Review Schedule**

| Review Area                              | FY2017                                                                                                                           | FY2018                                                                                                                              | FY2019                                                                                                          | FY2020                                                                                                                | FY2021                                                                                                                 |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Career and Technical Education continued | <u>15 Engineering Technologies and Related Fields Electrical</u><br>Eng-1503<br>Electromech/Maint Tech-1504<br>Computer Eng-1512 | <u>15 Engineering Technologies and Related Fields</u><br>Arch Eng-1501<br>Civil Eng-1502<br>Construction Tech-1510<br>CAD/CADD-1513 | <u>15 Engineering Technologies and Related Fields</u><br>Quality Control-1507<br>Mech Eng-1508<br>Misc Eng-1511 | <u>15 Engineering Technologies and Related Fields</u><br>Envirmnt Control-1505<br>Nanotechnology-1516                 | <u>15 Engineering Technologies and Related Fields</u><br>Indust Prod-1506<br>Mining/Petroleum-1509                     |
|                                          | <u>19 Family and Consumer Sciences/Human Sciences</u><br>Textiles-1909                                                           | <u>19 Family and Consumer Sciences/Human Sciences</u><br>Food / Nutrition-1905                                                      | <u>19 Family and Consumer Sciences/Human Sciences</u><br>Housing/Human Studies-1906                             | <u>19 Family and Consumer Sciences/Human Sciences</u><br>Gen Fam-1901<br>Family Studies-1904                          | <u>19 Family and Consumer Sciences/ Human Sciences</u><br>Child Development/<br>Early Childhood Ed-1907                |
|                                          | <u>46 Construction Trades</u><br>Electric & Pwr-4603                                                                             | <u>46 Construction Trades</u><br>Const Mgt-4604                                                                                     | <u>46 Construction Trades</u><br>Plumbing-4605                                                                  | <u>46 Construction Trades</u><br>Const Trades-4600<br>Integ Const Trades-4610                                         | <u>46 Construction Trades</u><br>Mason, Tpsr-4601<br>Carpentry-4602                                                    |
|                                          | <u>47 Mechanic and Repair Technologies/ Technicians</u><br>Electy/Electric-4701                                                  | <u>47 Mechanic and Repair Technologies/ Technicians</u><br>Prec Maint- 4704                                                         | <u>47 Mechanic and Repair Technologies/ Technicians</u><br>HVACR-4702                                           |                                                                                                                       | <u>47 Mechanic and Repair Technologies/ Technicians</u><br>Ind Equip-4703<br>Veh Repair-4706<br>Repair Tech-4799       |
|                                          | <u>51 Health Professions and Related Clinical Sciences</u><br>Heath Med Serv-5107<br>Massage Therapy-5135                        | <u>51 Health Professions and Related Clinical Sciences</u><br>Dental-5106<br>Diagnostic-5109<br>Dietitian-5131                      | <u>51 Health Professions and Related Clinical Sciences</u><br>Med Lab-5110<br>Ophthal-5118                      | <u>51 Health Professions and Related Clinical Sciences</u><br>Nursing-513X<br>Health Aides-5126<br>Alt Therapies-513X | <u>51 Health Professions and Related Clinical Sciences</u><br>Comm Disord-5102<br>Hlth Asst-5108<br>Mental Health-5115 |

**ICCB 5-Year Program Review Schedule**

| Review Area                              | FY2017                                                                                                   | FY2018                                                                                                                          | FY2019                                                                                                                  | FY2020                                                                                                                                            | FY2021                                                                                                                                                            |
|------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career and Technical Education continued | <u>52 Business, Management, Marketing, and Related Support Services</u><br>MIS-5212                      | <u>52 Business, Management, Marketing, and Related Support Services</u><br>Adm & Mgt-5202<br>Adm Support-5204<br>Const Mgt-5220 | <u>52 Business, Management, Marketing, and Related Support Services</u><br>Bus, Gen-5201<br>Acctng-5203<br>Fin Mgt-5208 | <u>52 Business, Management, Marketing, and Related Support Services</u><br>Hosp Mgt-5209<br>Insurance-5217<br>Spec Mktg/Merch-5219<br>Retail-5218 | <u>52 Business, Management, Marketing, and Related Support Services</u><br>Entrep Mgt-5207<br>Hum Res Mgt-5210<br>Intl Bus-5211<br>Mktg Mgt-5214<br>Real Est-5215 |
|                                          | <u>22 Legal Professions and Studies</u>                                                                  | <u>50 Visual and Performing Arts</u><br>Fine Arts-5007<br>Music-5009                                                            | <u>50 Visual and Performing Arts</u><br>Design Tech-5004                                                                | <u>50 Visual and Performing Arts</u><br>Drama/Stagecraft-5005<br>Film/Video/Photog - 5006                                                         | <u>44 Public Administration and Social Service Professions</u>                                                                                                    |
|                                          | <u>13 Education</u><br>Inst. Media-1305                                                                  | <u>23 English Language and Literature/Letters</u>                                                                               | <u>25 Library Science</u>                                                                                               |                                                                                                                                                   | <u>13 Education</u><br>Teacher Ed-1312<br>TEFL-1314<br>Teacher's Asst-1315                                                                                        |
|                                          | <u>43 Homeland Security, Law Enforcement, Firefighting and Protective Services</u><br>Criminal Just-4301 | <u>43 Homeland Security, Law Enforcement, Firefighting and Protective Services</u><br>Fire Protect-4302<br>Homeland Sec-4303    | <u>48 Precision Production</u><br>Woodwork-4807<br>Prec Metal- 4805                                                     |                                                                                                                                                   | <u>49 Transportation and Materials Moving</u><br>Air Trans-4901<br>Ground Trans-4902<br>Marine Trans-4903<br>Railroad Tech-4904                                   |
|                                          | <u>11 Computer and Information Sciences and Support Services</u>                                         |                                                                                                                                 |                                                                                                                         |                                                                                                                                                   |                                                                                                                                                                   |
|                                          | <u>36 Leisure and Recreational Activities</u>                                                            |                                                                                                                                 |                                                                                                                         |                                                                                                                                                   |                                                                                                                                                                   |



## Illinois Essential Employability Skills Framework and Self-Assessment



## ESSENTIAL EMPLOYABILITY SKILLS

The Illinois Essential Employability Skills Framework is designed to define and clarify the essential employability skills and provide a standard for the state. 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. The framework was developed through the collaboration of the Illinois Community College Board; the Illinois Department of Commerce and Economic Opportunity; representatives of Illinois businesses; local chambers of commerce; secondary, postsecondary and adult educators and professionals; and other important stakeholders.

A part of this collaboration was the undertaking of regional forums, hosted by the Illinois Community College Board, to develop a Workforce Education Strategic Plan. The purpose of the Workforce Education Strategic Plan is to strengthen and build upon the existing foundation for future workforce initiatives in the state, to expand and enhance Illinois' ability to attract businesses and develop educational opportunities to support students' success as they prepare to enter the workforce, and to align education and workforce to meet workforce needs. During the regional forums many partners articulated a need to define essential employability skills and ensure those skills are taught at all levels of education. Additionally, skill gaps were consistently articulated by numerous partners in different regions. The Essential Employability Skills Framework focuses on the specific areas where these skill gaps currently exist, particularly those that are considered high priority by employers.

The following document will assist programs with self-assessment to ensure that technical and basic skills training aligns with the Illinois Essential Employability Skills Framework. The document is divided into two sections. Section one includes an overview of the Illinois Essential Employability Skills Framework. Section two is the Essential Employability Skills Program Self-Assessment. The first part of the assessment focuses on developing program goals related to the framework. The second part of the assessment addresses exposure to employability skills in classrooms and work-based learning activities and is designed to provide an opportunity to reflect on how instruction is aligned with the framework's definition of essential employability skills.

## ESSENTIAL EMPLOYABILITY SKILLS TASKFORCE MEMBERS

### TASKFORCE MEMBERS

The Illinois Community College Board would like to thank those who served on the Illinois Essential Employability Skills Taskforce. Our committee members brought together a range of diverse perspectives and expertise and included representatives from core partners that included state agencies, businesses, educational entities, and community groups. Only through the knowledge, skills, and commitment of our committee members could we construct a framework that adequately addresses the needs of the modern workforce and maintains the highest standards of personal and educational development for Illinois' students.

#### **The members of the taskforce include:**

Natasha Allan – Associate Director for Career & Technical Education, Illinois Community College Board

Casey H. Anderson, Ph.D – Technology Coordinator, Illinois Center for Specialized Professional Support

Ashley Becker, Ph.D – Senior Director for Academic Affairs, Illinois Community College Board

Michael Boyd, Ph.D – Vice President for Instructional and Student Success, Kankakee Community College

Jennifer Foster – Deputy Director of Adult Education and Workforce, Illinois Community College Board

Bevan Gibson – Director, Southern Illinois Professional Development Center

Sarah Goldammer – Training Specialist, Southern Illinois Professional Development Center

Lisa Jones – Manager, Office of Employment & Training, Illinois Department of Commerce and Economic Opportunity

Aimee Julian, Ph.D – Director, Illinois Center for Specialized Professional Support

M. Joanne Kantner, Ed.D – Interim Executive Dean, Learning Services, Kishwaukee College

Kim Kuchenbrod – Workforce Development Consultant, Vermilion Advantage

Nina Kyler – Director of College and Career Readiness, Regional Office of Education #17

Alicia Martin – President, Associated Builders and Contractors, Inc.

Charlie Moore, IOM, CCE – President & CEO, McLean Chamber of Commerce

Lavon Nelson – Senior Director for Workforce Development, Illinois Community College Board

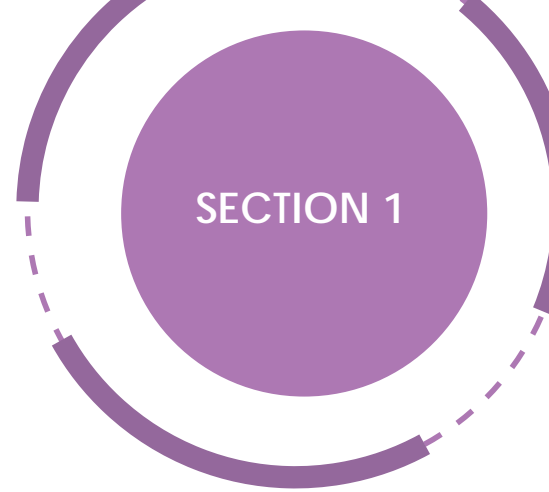
Jamil Steele – Senior Director for Adult Education, Illinois Community College Board

Whitney Thompson – Director for Career & Technical Education, Illinois Community College Board

Sylvia Wetzel – Senior Advisor, Manufacturing Skills Standards Council



# SECTION 1: ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK



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

# SECTION 1: ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK



## SECTION 1

### 1. Personal Ethic

#### *a. Integrity*

- i. Treats others with honesty, fairness, and respect
  - 1. Demonstrates respect for company time and property
    - a. Is present and engaged in the workplace
    - b. Demonstrates appropriate use of technology in the workplace
  - 2. Accepts responsibility for one's decisions and actions

#### *b. Respect*

- i. Works effectively with those who have diverse backgrounds, beliefs, and cultures
- ii. Exhibits respect for authority

#### *c. Perseverance*

- i. Stays on task when provided with strategies for overcoming barriers

#### *d. Positive attitude*

- i. Cooperates in a pleasant and polite manner with clients, coworkers, and supervisors
- ii. Exhibits flexibility and adaptability
- iii. Takes direction and correction willingly

### 2. Work Ethic

#### *a. Dependability*

- i. Shows up on time and ready to work
  - 1. Fulfills obligations, completes assignments, and meets deadlines
  - 2. Behaves consistently and predictably
- ii. Regular Attendance
  - 1. Demonstrates minimum absenteeism
  - 2. Communicates absenteeism with direct supervisor
- iii. Commitment
  - 1. Desires to effectively work toward the employer's goals
  - 2. Takes the initiative in seeking new responsibilities, maintaining professional goals, and striving to exceed standards and expectations of their position

#### *b. Professionalism*

- i. Maintains a professional demeanor at work
  - 1. Demonstrates self-control by maintaining composure and keeping emotions in-check, even in difficult situations
  - 2. Exhibits professional appearance by dressing appropriately for the workplace and maintaining personal hygiene
  - 3. Understands employer's objectives

### 3. Communication Skills

#### *a. Active Listening*

- i. Listens to and considers other's viewpoints
- ii. Maintains open and factual lines of communication appropriate to one's position

#### *b. Clear Communication*

- i. Follows directions
- ii. Is open to correction
- iii. Comprehends written material
- iv. Effectively explains a process or problem verbally and/or in writing

### 4. Team Work

#### *a. Critical Thinking*

- i. Demonstrates sound decision making
- ii. Exhibits problem solving skills

#### *b. Effective and Cooperative Work*

- i. Demonstrates an ability to work effectively with others
  - 1. Is willing to ask questions and seek clarification or guidance
- ii. Uses appropriate strategies and solutions in dealing with conflicts/differences to maintain a smooth workflow

## SECTION 2: SELF-ASSESSMENT TOOL



### SECTION 2

The following self-assessment tool has been designed as a resource to help programs assess their alignment with the Illinois Essential Employability Skills Framework and to aid long term planning and development. This tool is designed to be used as a platform for examination of the integration of essential employability skills into classroom or work-based learning activities at a programmatic level and during the process of instruction. The tool is broken into two major sections. The first section, broken into three parts, is designed to assist administrators in reviewing program identification, goals, and objectives; professional development; and stakeholder engagement related to the Illinois Essential Employability Skills Framework. The second part is intended to be used by instructors to reflect on their individual courses and determine the extent to which essential employability skills are, and can be, embedded in their instruction.

### PROCESS

In general, the review process is intended to be used to:

- systematically examine the instructional activities and course content of individual instructional programs;
- involve faculty and appropriate administrators who are directly responsible for instruction in the area;
- ensure that the process is well documented;
- aid in curriculum development;
- advance quality improvement efforts;
- create professional development; and
- implement strategies to address deficiencies discovered during the review process.

# SELF-ASSESSMENT OF PROGRAM ALIGNMENT WITH ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK

## SECTION 2

### PROGRAM IDENTIFICATION INFORMATION

Program Title

Degree

Certificate

Credential

Other

Identify the total credit hours for program (if applicable):

List all certificate programs that are stackable within the parent degree (if applicable):

### PROGRAM GOALS

Provide a clear statement of current program goals related to essential employability skills and identify specific program objectives related to each current goal.

Example:

Goal = Student demonstrates regular attendance

Objective = Demonstrates minimum absenteeism and communicates absence with instructor



## SECTION 2

Are essential employability skills classes required for this program? If so, list them:

Describe how you are integrating the essential employability skills into current curricula.

List any applicable courses.

How are essential employability skills integrated into co-curricular activities?  
(e.g. career counseling, advising, orientation)

List any applicable activities.

**PROFESSIONAL DEVELOPMENT**

How have instructors been provided guidance on the Illinois Essential Employability Skills Framework?

How has additional training been provided to instructors on integrating essential employability skills into coursework and providing feedback on those areas to students?

What methods are used to inform faculty of program goals and objectives related to essential employability skills?

### STAKEHOLDER ENGAGEMENT

How have business and industry representatives been consulted on specific skill gaps they have identified related to essential employability skills? List any skill gaps identified.





SECTION 2

What goals have business partners articulated and prioritized related to skill gaps?

What objectives have other partner groups (e.g. WIOA Title I partners) identified related to essential employability skills?

How were these goals and objectives considered when developing program goals?



## SECTION 2

In what ways do the program goals align or converge with the essential employability skills outlined in the framework?

How do the current objectives align with the student behaviors defined in the framework?

What further steps can be taken to bring the goals and objectives in line with the framework?

How is input from stakeholders used to improve the delivery of essential employability skills in your program?



## SECTION 2

Based on skill gaps identified in your self-assessment describe your plan to address these gaps.



## ESSENTIAL EMPLOYABILITY SKILLS ACTIVITY LOG

## CLASSROOM ACTIVITY LOG

Please take time to identify activities or lessons related to the Essential Employability Skills Framework that are required in your class or related work-based learning then answer the questions that follow.

| Identify Essential Employability Skill Aligned with Activity or Lesson | Activity or Lesson | Assessment Methodology |
|------------------------------------------------------------------------|--------------------|------------------------|
|                                                                        |                    |                        |
|                                                                        |                    |                        |
|                                                                        |                    |                        |
|                                                                        |                    |                        |
|                                                                        |                    |                        |
|                                                                        |                    |                        |
|                                                                        |                    |                        |



## SECTION 3

What strategies do you use to teach essential employability skills in each of the classroom activities listed above?

What method(s) do you use to reinforce the essential employability skills taught in your classroom?

Reflect on the activity log and detail what changes you will make in the future.

The Illinois Essential Employability Skills Framework was commissioned by the Illinois Community College Board and facilitated by the Illinois Center for Specialized Support.

Questions or comments can be directed to:



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# Recommended Technical and Essential Employability Competencies

For College and Career  
Pathway Endorsements

**DRAFT**  
April 2019



## Background

The competencies set forth in this document were developed through an iterative process involving public-private steering committees established pursuant to the Postsecondary and Workforce Readiness (PWR) Act in order to implement College and Career Pathway Endorsements.

The competencies have been reviewed and recommended for approval by the Workforce Readiness through Apprenticeships and Pathways Steering Committee of the Governor’s Cabinet on Children and Youth, but they remain subject to further review and modification by State agencies. This process has been led by a partnership between Education Systems Center at NIU and JFF with generous support from JPMorgan Chase & Co.

### About JFF



JFF is a national nonprofit that drives transformation in the American workforce and education systems. For 35 years, JFF has led the way in designing innovative and scalable solutions that create access to economic advancement for all.

JFF’s Pathways to Prosperity Initiative develops, implements, and scales systems of college and career pathways to expand economic opportunity for all young people and meet state and regional talent needs. This forward-looking approach depends on strong cross-sector partnerships and mobilizes K-12 and postsecondary education leaders, policymakers, and employers, bringing together diverse stakeholders to build a future that works. For more information, visit [www.jff.org](http://www.jff.org) and [www.jff.org/pathwaystoprosperity](http://www.jff.org/pathwaystoprosperity).



**Education Systems Center**  
NORTHERN ILLINOIS UNIVERSITY

### About Education Systems Center

Education Systems Center (EdSystems) shapes and strengthens education and workforce systems that prepare more young people for productive careers and lives in a global economy. EdSystems leads and manages the Illinois P-20 Council’s College and Career Readiness Committee, which recently drove the development and adoption of the Postsecondary and Workforce Readiness Act ([www.pwract.org](http://www.pwract.org)). Learn more about EdSystems at [www.edsystemsniu.org](http://www.edsystemsniu.org).

## JPMORGAN CHASE & CO.

### About JPMorgan Chase

JPMorgan Chase & Co. is a leading global financial services firm with assets of \$2.6 trillion and operations worldwide. The firm is a leader in investment banking, financial services for consumers and small businesses, commercial banking, financial transaction processing and asset management. A component of the Dow Jones industrial average, JPMorgan Chase & Co. serves millions of customers in the United States and many of the world’s most prominent corporate, institutional and government clients under its J.P. Morgan and Chase brands. Information about JPMorgan Chase & Co. is available at [www.jpmorganchase.com](http://www.jpmorganchase.com).



### Introduction and Background

Enacted in 2016, the Postsecondary and Workforce Readiness (PWR) Act established a voluntary system for school districts to award College and Career Pathway Endorsements (CCPEs) to high school graduates. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the CCPE industry area. Endorsements incentivize career exploration and development and are available in eight sector areas, including a multidisciplinary option.

Students earn CCPEs by completing an individualized learning plan, a career-focused instructional sequence, and professional learning (which includes career exploration activities, 60 hours of career development experiences, and two team-based challenges). Technical and professional competencies connected to CCPEs indicate that a student is equipped with the knowledge, skills, and abilities to advance to entry-level employment, college-level coursework, or advanced sector-based training in the endorsement sector area. School districts can apply to the Illinois State Board of Education to offer CCPEs during the 18-19 school year, and can start to award them to the graduating class of 2020.

#### College and Career Pathway Endorsements Indicate:



Completion of individualized learning plan



Career-focused instructional sequence: two years of coursework or equivalent competencies



Professional learning including career exploration activities, 60 hours of career development experiences, such as internships, two team-based challenges



Demonstration of readiness in reading and math for postsecondary education pathways courses

In consultation with state agencies and key industry experts including hiring professionals, education and training professionals, and industry associations, industry-based steering committees were formed to identify and propose technical and professional competencies in six sectors. The first iteration of this document included four industry areas selected due to their alignment with state economic development priorities:

- Health Sciences and Technology (HST)
- Information Technology (IT)
- Manufacturing, Engineering, Technology, and Trades (METT)
- Finance and Business Services (FBS)

Competency mapping was completed for the remaining two industry areas from June 2018 to March 2019. These areas are:

- Arts and Communication (A&C)
- Human and Public Services (HPS) (specifically, the Education Pathways within HPS)

While technical competencies for Agriculture, Food, and Natural Resources have not been developed, extensive curriculum resources and supports have been developed by Illinois Leadership Council for Agricultural Education (ILCAE), available at [agriculturaleducation.org](http://agriculturaleducation.org).



## What Do the Competencies Represent?

The CCPE Technical and Employability Competencies serve as quality indicators of an individual's readiness to enter an industry or to pursue further education. Competency statements apply to current industry needs, contain both employability skills and technical skills, and leave opportunity for specialized training and career advancement.

While competencies are defined differently depending on the desired outcome and setting, the U.S. Department of Labor (U.S. DOL) defines a competency as "a cluster of related knowledge, skills, and abilities that affects a major part of one's job that correlates with performance on the job, that can be measured against well-accepted standards and can be improved through training development and experience." This description ensures that competency statements are defined as a combination of learned content and the application of skills and abilities that can be demonstrated and evaluated.

For each CCPE sector area, competencies are organized into two broad categories: essential employability competencies, including entrepreneurial competencies, and technical competencies. Essential employability competencies, often connected to employability skills or "soft" skills, are workplace dispositions and attitudes connected to often-performed work tasks and behaviors. Applicable across many industries, employability competencies include the ability to connect industry knowledge to one's personal efficacy in the workplace. The ten employability competencies included in this report apply across all sectors. A core element of essential employability competencies also include entrepreneurial skillsets focused on growth mindset and the ability to innovate in the workplace for both personal and professional pursuits. Technical competencies relate to specific industry knowledge and skills, and the ability to apply that learning in a workplace environment. Taken together, the universal employability competencies and sector-specific technical competencies will inform how schools design pathways courses and professional learning experiences.



## Competency Research Approach and Development Process:

From June 2017 through March 2018, public-private steering committees consisting of industry experts across Health Science, Advanced Manufacturing/Engineering, Finance and Business Services, and IT reviewed national research and data from Illinois Human Resource professionals to draft core technical and essential employability competencies. From June 2018-March 2019 public-private steering committees of industry experts in Arts & Communications and Human Public Services, with a focus on Education, edited existing essential employability competencies and drafted industry specific core technical competencies. Cross-sector entrepreneurial competencies emerged and were incorporated as a part of the essential employability competencies.

All industry areas drafted competency statements through the following phased process:

### Phase 1: Analysis of Historical and Real-Time Labor Market Information

Phase 1 provided an analysis of historical and real-time labor-market information to identify or verify high-growth, high-demand, high-wage industries in the region.

Based on this analysis, JFF conducted and synthesized research, including the following:

- Review and analysis of existing national resources, e.g.; Department of Labor, O\*Net, and national credentialing agencies
- Industry-specific implications regarding the future of work

### Phase 2: Analysis of National Resources and Local Talent Pipeline Demands

To ensure competencies are aligned with the demand of the local labor market, Phase 2 of the competency mapping process involved the following:

- Interviews with local Human Resources and Talent Acquisition professionals in the industry
- Review and analysis of state and/or regional entry level job descriptions along with trends and implications

### Phase 3: Establish Sector-Specific Steering Committee for Iterative Review

In Phase 3, sector-specific steering committees reviewed the national and local research and coalesced on a list of top ten essential employability and sector-wide technical competencies. These committees convened and developed competency statements in a series of in-person and virtual meetings.

Committees included local industry experts with the following perspectives: Human Resources and Talent Acquisitions, Workforce Development and Training, Higher Education, Secondary Education and Career and Technical Education.

### Phase 4: Public Comment Period

Prior to finalization and dissemination, broad-based industry feedback was collected and incorporated to encourage wider adoption for use in educational and industry-based settings. Public comment occurred through a digital survey. The survey results were then collected, analyzed and incorporated.



## TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teamwork &amp; Conflict Resolution</b> | Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Communication</b>                      | <p><b>Verbal:</b> Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.</p> <p><b>Written:</b> Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p><b>Digital:</b> Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</p> |
| <b>Problem Solving</b>                    | Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Decision Making</b>                    | Students can use their understanding of problem solving to implement and communicate solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Critical Thinking</b>                  | Students can use their understanding of logic and reasoning to analyze and address problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Adaptability &amp; Flexibility</b>     | Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Initiative &amp; Self-Drive</b>        | Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Reliability &amp; Accountability</b>   | Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Cultural Competence</b>                | Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Planning &amp; Organizing</b>          | Students can use their understanding of time management to plan effectively and accomplish assigned tasks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## ENTREPRENEURIAL COMPETENCIES

### Principles of Entrepreneurship

Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.

### Innovation & Invention

Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.

### Growth Mindset

Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.



|                                                       |                                                                                                                                                            |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equipment Safety</b>                               | Students can use their understanding of equipment usage, practices, and procedures to maintain a healthy, safe, and secure work environment.               |
| <b>Manufacturing Environment</b>                      | Students can use their understanding of workstations, tools, and equipment operations to safely navigate a manufacturing environment.                      |
| <b>Personal Health &amp; Safety</b>                   | Students can use their understanding of personal safety and environmental regulations to comply with local, federal, and company health/safety demands.    |
| <b>Spatial Reasoning</b>                              | Students can use their understanding of objects in relation to one another to understand three-dimensional imaging.                                        |
| <b>Process, Design, &amp; Development</b>             | Students can use their understanding of technical drawings and schematics to complete the design and development process.                                  |
| <b>Installation</b>                                   | Students can use their understanding of tools to assemble and disassemble simple tools.                                                                    |
| <b>Customer Focus</b>                                 | Students can use their understanding of communication and project management to understand client needs and complete project accordingly.                  |
| <b>Quality Assurance &amp; Continuous Improvement</b> | Students can use their understanding of product and process to meet quality systems requirements as defined by customer specifications.                    |
| <b>Digital Manufacturing</b>                          | Students can use their understanding of digital manufacturing tools and computer-based programs to complete the design and develop implementation process. |
| <b>Supply Chain Logistics</b>                         | Students can use their understanding of materials, suppliers, and internal systems to plan and monitor movement and storage of materials and products.     |



|                                                       |                                                                                                                                                                                            |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cash &amp; Capital Principles</b>                  | Students can use their understanding of the nature of cash, monetary systems, and the value of money in order to recognize the risk, return, and opportunity cost associated with capital. |
| <b>Technical Applications</b>                         | Students can use their understanding of spreadsheets and accounting software to maintain, update, and retrieve data from records.                                                          |
| <b>Project Management</b>                             | Students can use their understanding of time management and organization to set timely and measurable goals leading to project completion.                                                 |
| <b>Principles of Economics &amp; Business</b>         | Students can use their understanding of micro- and macro-economics to understand how an economy functions locally and globally.                                                            |
| <b>Financial Reporting</b>                            | Students can use their understanding of financial statements to assess a business's financial information.                                                                                 |
| <b>Financial Statements</b>                           | Students can use their understanding of financial statements to prepare and interpret balance sheets, income statements, cash flow statements, and retained earnings.                      |
| <b>Customer Care &amp; Marketing</b>                  | Students can use their understanding of market demands to meet the needs of a client.                                                                                                      |
| <b>Business Operations</b>                            | Students can use their understanding of transaction management to perform business operations.                                                                                             |
| <b>Principals of Customer Relationship Management</b> | Students can use their understanding of customer communication and customer relationship management software to attract new customers and sustain existing customers.                      |
| <b>Fundamentals of Sales</b>                          | Students can use their understanding of personalized service and market demands to secure successful sales interactions.                                                                   |





|                                          |                                                                                                                                                                                                         |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Medical Terminology</b>               | Students can use their understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.          |
| <b>Healthcare Industry &amp; Culture</b> | Students can use their understanding of the basic components and culture of the health industry to understand the purpose and function of key stakeholders, practices, practitioners, and regulations.  |
| <b>Healthcare Delivery Practices</b>     | Students can use their understanding of the practices, procedures, and personnel involved in delivering quality patient care to evaluate the appropriateness of a plan, instructions, or assigned task. |
| <b>Healthcare Industry Ethics</b>        | Students can use their understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.                              |
| <b>Health Professions Licensure</b>      | Students can use their understanding of education requirements, licensure, and certification to ensure proper adherence to regulations that guide service delivery.                                     |
| <b>Emergency Response</b>                | Students can use their understanding of emergency procedures and protocols to respond to and expedite safety in an emergency situation.                                                                 |
| <b>Healthcare Confidentiality</b>        | Students can use their understanding of HIPPA to adhere to legal requirements and maintain confidentiality.                                                                                             |
| <b>Healthcare Personnel &amp; Roles</b>  | Students can use their understanding of the practices, procedures, and personnel used to deliver quality patient care to identify one's role on a team and within the overall health environment.       |
| <b>Healthcare Sanitation</b>             | Students can use their understanding of sanitation and health regulations to ensure that healthcare facilities and tools meet standards for cleanliness.                                                |
| <b>Healthcare Rules &amp; Regulation</b> | Students can use their understanding of basic laws and regulations (Patient Bill of Rights, CLIA, EMTALA, OSHA, etc.) to meet accreditation standards and to obey the law.                              |



# INFORMATION TECHNOLOGY

## TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR INFORMATION TECHNOLOGY

|                                                                                            |                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic Principles of Information Technology Concepts, Systems, Platforms &amp; Tools</b> | Students can use their understanding of fundamental IT concepts, systems, platforms, tools, and technology to understand the common roles of IT professionals.                               |
| <b>Security</b>                                                                            | Students can use their understanding of malware, firewall, IDS, and IPS to recognize and describe basic threats to networked computers.                                                      |
| <b>Logic &amp; Fundamentals of Computer Languages</b>                                      | Students can use their understanding of how computer languages communicate to build basic mobile and web applications.                                                                       |
| <b>Routing &amp; Network Configuration</b>                                                 | Students can use their understanding of common networking protocols to explain the purpose of routing, network configuration, and monitoring.                                                |
| <b>User &amp; Customer Support</b>                                                         | Students can use their understanding of the range of services used to provide assistance and technical support to help users implement and solve problems related to information technology. |
| <b>Basic Principles of Hardware</b>                                                        | Students can use their understanding of communication systems hardware to describe the purpose and function of fundamental end user devices, switches, routers, wireless access points, etc. |
| <b>Risk Management &amp; Information Assurance</b>                                         | Students can use their understanding of the standards and applications needed to protect the confidentiality, integrity, and availability of information and information systems.            |
| <b>Basic Principles of Software Development</b>                                            | Students can use their understanding of designing, writing, testing, and maintaining source code of computer programs to manage and maintain software.                                       |
| <b>Networks</b>                                                                            | Students can use their understanding of hardware and software to facilitate communication between people and computer systems.                                                               |
| <b>Basics of Virtualization &amp; Cloud Computing</b>                                      | Students can use their understanding of the features, benefits, and concepts of virtualization and cloud computing to differentiate among types of cloud services.                           |



### CREATIVE PROCESS COMPETENCIES

|                                                |                                                                                                                                                                                     |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creating</b>                                | Students apply their understanding of idea generation, conceptualization of work, and work plans in order to produce, adapt, refine, and complete work.                             |
| <b>Presenting, Performing, &amp; Producing</b> | Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience.                                         |
| <b>Responding</b>                              | Students can use their ability to perceive, analyze, and interpret work in order to evaluate and apply meaning to a creative presentation.                                          |
| <b>Connecting</b>                              | Students can use their understanding of how societal, cultural, and historical context influences ideas and works in order to deepen understanding and evaluation of creative work. |
| <b>Investigation &amp; Research</b>            | Students can use their ability to identify and evaluate appropriate content and data in order to apply knowledge, revise, and refine individual works and presentations.            |

### CREATIVE CAREERS COMPETENCIES

|                                                          |                                                                                                                                                                                                     |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Management</b>                                | Students can use their understanding of setting project deadlines, task-breakdown, and delegation in order to successfully complete projects independently or as part of a team.                    |
| <b>Creative Technology &amp; Design</b>                  | Students can use their understanding of digital technology, cloud computing artistic elements, and composition techniques in order to create, edit, and complete work.                              |
| <b>Resource Management</b>                               | Students can use their understanding the principles of managing, monitoring, and controlling resources including assets, money, and products in order to successfully achieve project expectations. |
| <b>Brand Identity, Marketing, &amp; Brand Management</b> | Students can use their understanding of developing and adhering to an identity and core message in order to maintain consistency, market, and influence customer and community behavior.            |
| <b>Human Interaction</b>                                 | Students can use their understanding of communication, listening, and collaboration in order to ensure audience, customer, and team satisfaction.                                                   |



**PLANNING AND PREPARATION**

|                                               |                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Childhood and Student Development</b>      | Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and supports for students. |
| <b>Curriculum and Program Design</b>          | Students can use their understanding of effective teaching strategies, scope, and sequence in order to design a logical curriculum and classroom experience that meets individual student and group academic readiness.                                                                |
| <b>Curriculum Relevance and Collaboration</b> | Students can use their understanding of current events, cross-curriculum connections, and out-of-classroom realities to create linkages among content areas and learners' lived experiences.                                                                                           |

**CLASSROOM ENVIRONMENT**

|                                         |                                                                                                                                                                              |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Managing and Monitoring Learning</b> | Students can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning.                      |
| <b>Equitable Treatment</b>              | Students can use their understanding of diversity of language, culture, and ability to ensure an inclusionary environment for all students to learn.                         |
| <b>Learning Environment</b>             | Students can use their understanding of motivational, social and physical environmental elements to optimize learning and establish a positive environment for all learners. |

**PROFESSIONAL RESPONSIBILITIES**

|                                                         |                                                                                                                                                                |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Citizenship, Family, and Community Relationships</b> | Students can use their understanding of community and family engagement in order to connect students to opportunities and effectively support learning.        |
| <b>Health, Safety, and Legal Responsibilities</b>       | Students can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures, local, state, and federal law. |

**INSTRUCTION**

|                                   |                                                                                                                                                                                            |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evaluation and Assessment</b>  | Students can use their understanding of learning standard and multiple measures and methods to demonstrate learning in order to evaluate growth in learning and adjust to learners' needs. |
| <b>Observation and Adaptation</b> | Students use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs                                 |



## Appendix I: Illinois Essential Employability Skills Framework Cross Analysis

In order to ensure cross-systems alignment, committees reviewed the Illinois Essential Employability Skills Framework, a resource designed to define and clarify essential employability skills and provide a standard for the state. This framework was developed through a collaboration of the Illinois Community College Board, Illinois Department of Commerce and Economic Opportunity, representatives of Illinois businesses, local chambers of commerce, educators, and other stakeholders.

The chart below illustrates the ten PWR Act CCPE Essential Employability Competencies' alignment with the Illinois Essential Employability Skills Framework. A full review of the Illinois Essential Employability Skills Framework can be found at:

<http://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Employability-Skills-Framework-Final-Printed-Version.pdf>.

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



## **Special Populations, as defined by the Act include:**

### **1. Individual with Disability**

A. In general – the term “individual with disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101))

B. The term “disability” means with respect to an individual with...

- i. a physical or mental impairment that substantially limits one or more of the major life activities of such an individual,
- ii. a record of such an impairment, or
- iii. being regarded as having such an impairment. (The term “impairment” does not include characteristics of or predisposition to illness or disease.)

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

Secondary level identification may be made by the following criteria:

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

Postsecondary level identification may be made by the following:

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

Act

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

**4. Single parents, including single pregnant women** - unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

**5. Out of Workforce Individual-**

A. An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or

B. An individual who –

i. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or

ii. is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

iii. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**6. English Learners** – The term “English learner”, when used with respect to an individual, means an individual –

i. who is aged 3 through 21

ii. who is enrolled or preparing to enroll in an elementary school or secondary school;

iii. who was not born in the United States or whose native language is a language other than English;

a. who is a Native American or Alaska Native, or a native resident of the outlying areas; and

b. who comes from an environment where a language other than English has had a significant

impact on the individual’s level of English language proficiency; or

iv. who is a migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

v. whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –

a. the ability to meet the challenging State academic standards;

b. the ability to successfully achieve in classrooms where language of instruction is English; or

c. the opportunity to participate fully in society.

**7. Homeless Individuals-** described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)

**8. Youth who are in, or have aged out of, the foster care system-**is defined as 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

**9. Youth with a parent who-**

a. is a member of the armed forces (as such is defined in section 101(a)(4) of title 10, United States Code); and

b. Is on active duty (as such term is defined in section 101(d)(1) of such title).

# Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

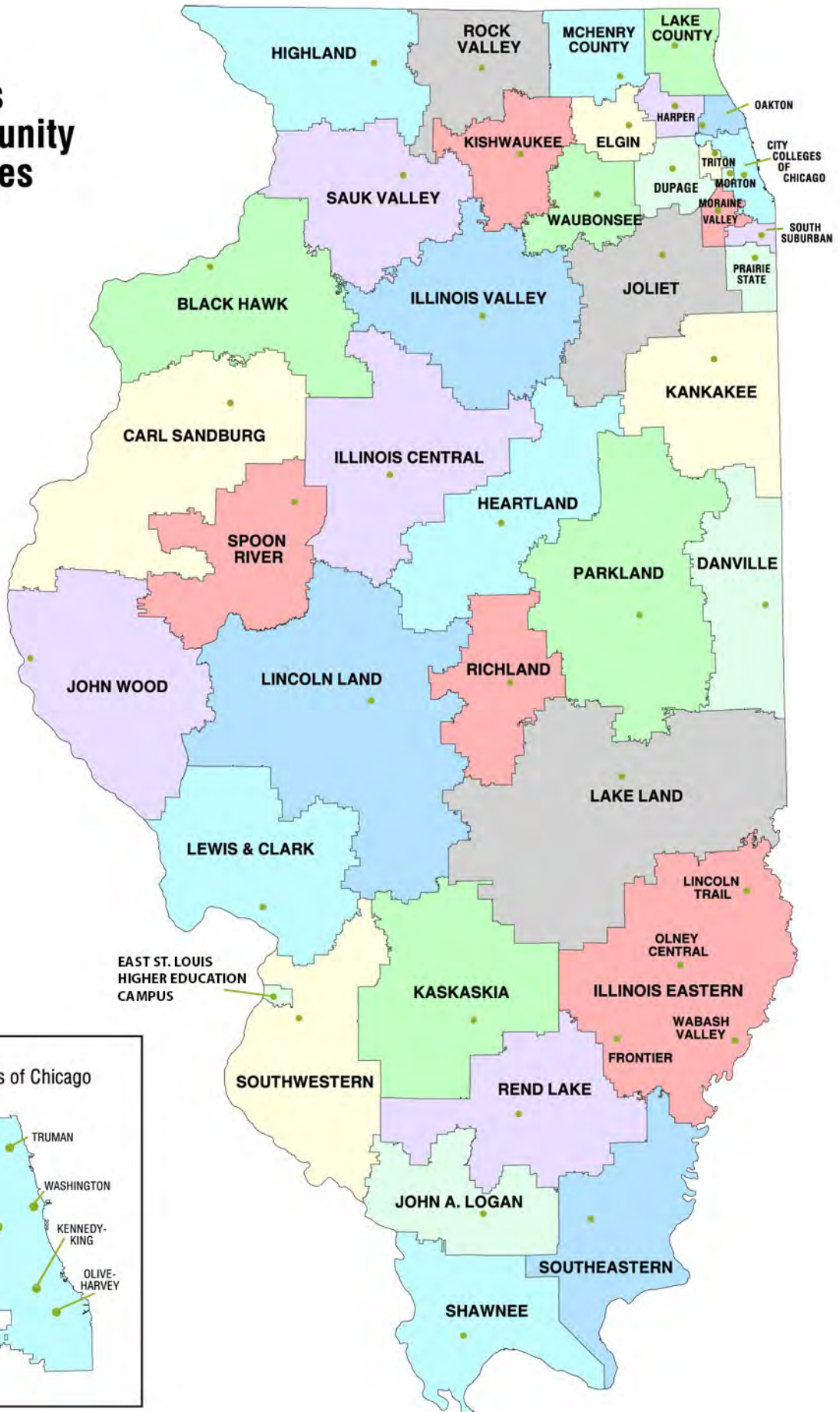


| By the end of 8th grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | By the end of 9th grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | By the end of 10th grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | By the end of 11th grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | By the end of 12th grade                                                                                                                                                     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| <p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>● complete a career cluster survey</li> <li>● attend a career exploration day</li> <li>● complete a unit on education planning</li> <li>● be exposed to a financial literacy unit in a course or workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>● the concept of career clusters of interest</li> <li>● relationship between community service/extracurricular activities and postsecondary (PS)/career goals</li> </ul> | <p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>● revisit career cluster interest survey and take a career interest survey</li> <li>● complete an orientation to career clusters</li> <li>● attend a PS options workshop</li> <li>● meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</li> <li>● begin determining eligibility for advanced placement (AP) courses</li> <li>● outline a plan for community service and extracurricular activities related to PS plans</li> <li>● complete a financial aid assessment with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>● one or two career clusters for further exploration and development</li> <li>● the relationship between HS coursework, attendance, and grades to PS plans</li> <li>● importance of community service and extracurricular activities to PS and career plans</li> <li>● general cost ranges of various PS options</li> </ul> | <p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>● visit at least one workplace aligned with career interests</li> <li>● complete an orientation course to a particular career cluster or cluster grouping</li> <li>● select a career pathway (CP) within a career cluster of interest</li> <li>● begin determining eligibility for AP courses</li> <li>● identify 2-3 adults to support the student through the PS and career selection process</li> <li>● review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</li> <li>● attend a PS affordability workshop with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>● educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</li> <li>● different types of PS credentials and institutions</li> <li>● general timing of PS entrance exams and applications</li> <li>● benefit of early college credit opportunities to PS access and completion</li> </ul> | <p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>● revisit the career survey</li> <li>● participate in a mock job interview</li> <li>● create a resume and personal statement</li> <li>● identify an internship opportunity related to the CP</li> <li>● determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course</li> <li>● complete or enroll in at least one early college credit opportunity</li> <li>● attend a college fair</li> <li>● visit at least 3 PS institutions</li> <li>● take at least one college entrance exam</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>● application deadlines, test timing, cost, and preparation for industry-based certification for CP</li> <li>● career attributes related to career interests</li> <li>● entrance requirements, including application deadlines, for expected PS programs of study</li> <li>● 3-5 match schools, one safety, one reach school for PS program of study</li> <li>● negative impact of remediation on PS goals</li> <li>● financial aid deadlines for chosen PS options</li> </ul> | <p><b>By 12/31 of 12th grade a student should have:</b></p> <ul style="list-style-type: none"> <li>● completed 3 or more admissions applications to PS institutions</li> <li>● met with a school counselor to ensure all steps in the PS admissions process are completed on time</li> <li>● attended a FAFSA completion workshop</li> <li>● completed the FAFSA</li> </ul> <p><b>By the end of 12th grade a student should be supported to:</b></p> <ul style="list-style-type: none"> <li>● address any remedial needs in math/ELA</li> <li>● obtain an internship opportunity related to the CP</li> <li>● if applicable, receive industry-based certification(s) related to the CP</li> <li>● complete one or more team-based challenges or projects related to the CP</li> <li>● attend a financial aid award letter workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>● how CP courses and experiences articulate to degree programs at PS options</li> <li>● estimated cost of each PS option</li> <li>● affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>● terms and conditions of any scholarship or loan</li> </ul> |





# Illinois Community Colleges





### Survey Administration

To provide a more open forum for stakeholders to give input on the state-determined levels of performance, a survey was posted on the Illinois Perkins website and the link to the survey was shared at stakeholder engagement events and over list servs. The survey was administered from December 3, 2019 to January 27,2020.

### Participant Demographics

A total of 202 electronic responses were collected during the survey administration. There were five demographic questions (Q1-5). The participants were skewed heavily in the teacher/faculty ( $n = 61$ , 30%) and administrator ( $n = 125$ , 62%) roles. The remaining participants were advocate ( $n =6$ , 3%), parent/guardian ( $n =4$ , 2%), “other” ( $n =4$ , 2%), and business person ( $n =2$ , <1%). There were no students who submitted a response to the survey. Most of the participants indicated White ( $n =156$ , 77%) as their ethnicity with fewer respondents from ethnicities other than White. These responses included Black ( $n =14$ , 7%), Two or more races ( $n =4$ , 2%), Hispanic ( $n =3$ , 1%), and Asian ( $n =2$ , <1%). There were no ( $n =0$ , 0%) respondents indicating American Indian or Pacific Islander and 18 (9%) respondents indicated they preferred not to answer the prompt. Geographically, most of the respondents were from rural ( $n =91$ , 45%) or suburban ( $n =90$ , 45%) areas with fewer respondents ( $n =16$ , 8%) from urban areas.

### Q6: Prioritizing Quality Indicators by Ranking

|                                                                                                           | Ranking  |      |          |      |          |      |
|-----------------------------------------------------------------------------------------------------------|----------|------|----------|------|----------|------|
|                                                                                                           | 1        |      | 2        |      | 3        |      |
| Percent of CTE Concentrators graduating from high school having...                                        | <i>n</i> | %    | <i>n</i> | %    | <i>n</i> | %    |
| ...participated in work-based learning. *                                                                 | 61       | 30.2 | 20       | 9.9  | 42       | 20.8 |
| ... attained postsecondary credit in a relevant program or program of study earned through dual credit. * | 49       | 24.3 | 42       | 20.8 | 42       | 20.8 |
| ...attained a recognized postsecondary credential. *                                                      | 23       | 11.4 | 61       | 30.2 | 49       | 24.3 |

\*No Response = 79

The most-favored indicator was to include participation in work-based learning, followed by attainment of postsecondary credit through dual credit, and the least-favored was attainment of a postsecondary credential. In support of this feedback, the State Plan for Illinois places a heavy emphasis on implementation of work-based learning.

### Q7: How beneficial is dual credit for all CTE concentrators, including members of Special Populations?

|                      |    |
|----------------------|----|
| Not important at all | 3  |
| Slightly important   | 12 |
| Neutral              | 14 |

|                      |    |
|----------------------|----|
| Moderately important | 48 |
| Very important       | 58 |

106 respondents reported that Dual Credit was Moderately Important or Very important.

**Q8: Please describe why you chose your response?**

|                                                                                                                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Dual Credit is positive because it increases the likelihood of success as students transition to postsecondary institutions and/or the workforce                                                        | 47 |
| Dual Credit is positive because it leads to a reduction of costs and time needed to complete a postsecondary degree/credential                                                                          | 22 |
| Dual Credit is positive because it leads to equitable outcomes for students and provides valuable opportunities to students                                                                             | 12 |
| Dual Credit is a great opportunity but should not be a requirement.                                                                                                                                     | 8  |
| Dual Credit should not be an indicator of success because of existing barriers that prevent districts from offering these options (e.g., costs of credits, teacher credentials, distance from colleges) | 15 |
| Dual Credit should not be an indicator of success because it is not appropriate for every student and/or pathway.                                                                                       | 16 |
| Dual Credit is not as valuable as other indicators of career readiness such as work-based learning opportunities or industry-recognized credentials                                                     | 9  |

Nearly 81 responses stated that dual credit was positive because: (1) it provides the likelihood of success of students to transition to postsecondary institutions and/or workforce, (2) it leads to a reduction of costs and time needed to complete a postsecondary/degree/credential, and (3) it leads to equitable outcomes for students and provides valuable opportunities to students. Some responses stated that there are access barriers for taking dual credit courses.

**Q9: State Determined Levels of Core Indicators of Performance meet the requirements of Perkins V Federal Statute**

|                     |    |
|---------------------|----|
| Completely disagree | 18 |
| Disagree            | 6  |
| Undecided           | 40 |
| Agree               | 63 |
| Completely Agree    | 5  |

Respondents to the survey were in general agreement or were undecided about if the Core Indicators of Performance met the requirements of Perkins V Federal Statute.

**Q10: State Determined Levels of Core Indicators of Performance meet the needs of local education and business communities**

|          |    |
|----------|----|
| Too low  | 14 |
| Adequate | 86 |
| Too high | 16 |

Overall, the responses reflected agreement with the rigor of the Core Indicators of Performance.

**Q11. State determined levels of Core Indicators support the improvement of all CTE concentrators, including student groups and special populations**

|                 |    |
|-----------------|----|
| Do Not Agree    | 12 |
| Partially Agree | 72 |
| Totally Agree   | 32 |

In relation to state determined levels of performance, Illinois recognizes that identification of disparities and gaps in student groups and special populations.

**Q12: Comments or concerns related to the state-determined levels of Core Indicators of Performance.**

|                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| It is unclear how the state collected the data and/or data provided doesn't match their locally collected data. (11)                                       |
| The state should show data that is disaggregated by special populations and/or race/ethnicity so that districts can work to address equity challenges. (5) |
| The goals should be created by localized data and/or utilize a sliding scale to recognize account for local challenges and realities. (4)                  |
| Some of the projected outcomes for the indicators are too low or there needs to be more explanation of how these were determined. (5)                      |
| The projected outcomes are too ambitious, too cumbersome, or unattainable. (4)                                                                             |
| It is unclear why there is a drop in projected outcomes in the final year. (3)                                                                             |

**Q13: Ways we could use state-determined levels of performance data to make improvements to career and technical education during the four-year cycle?**

|                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Providing support to offer professional learning opportunities for teachers (including regional professional-learning networks, support to meet the needs of special populations, increase teacher collaboration, and how to track students following graduation) (27) |
| Expand and support access to work-based learning, apprenticeships, job shadowing, etc. (15)                                                                                                                                                                            |
| Increase access to student support services such as tutoring, summer school, afterschool programs, and/or affinity groups (14)                                                                                                                                         |
| Increase funding to allow districts to address needs of students (including teachers, aides for students with special needs, prior-to-secondary programming, expansion of dual credit opportunities, and facility improvements) (12)                                   |
| Supporting the development of a post-graduation pathway to employment and credentialing (7)                                                                                                                                                                            |
| Ensuring that families and students are aware of their options regarding CTE enrollment (5)                                                                                                                                                                            |
| Integration of core academics in CTE coursework. (5)                                                                                                                                                                                                                   |

**Q14. How can the state of Illinois ensure that all students are taught by effective CTE teachers to assist in meeting state-determined performance levels?**

|                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The state should work to remove barriers for educators and industry professionals to receive CTE teaching credentials. (25)                                                                                                                                                                                                                               |
| The state should work to support and expand the teacher pipeline through activities such as: scholarships to educators and students interested in becoming a CTE teacher; programming such as Grow Your Own (GYO) and Scaling Education Pathways in Illinois (SEPI); raising awareness of CTE teaching opportunities through colleges and employers. (18) |
| The state should provide additional pedagogical training and mentoring to new CTE teachers (e.g., classroom management) to support them as they transition into classrooms. (18)                                                                                                                                                                          |
| The state should support the development of internships, externships, and industry-specific learning opportunities for teachers to remain informed of current industry practices. (11)                                                                                                                                                                    |
| Provide additional funding support staff salaries and to incentivize additional responsibilities such as participation in CTSOs or teaching dual credit coursework. (3)                                                                                                                                                                                   |

**Q15: Additional Comments**

|                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CTE coursework and opportunities provide a valuable resource for students in planning their career pathway. (4)                                                       |
| CTE coursework needs to prepare students with employability skills that are transferable such as time management, conflict resolution, communication skills, etc. (3) |
| CTE programming and offerings should be extended to the prior-to-secondary level in late elementary and/or middle school. (3)                                         |

|                                                                                                            |
|------------------------------------------------------------------------------------------------------------|
| The state should recognize that not every student will need to attend college to pursue their pathway. (2) |
|------------------------------------------------------------------------------------------------------------|

|                                                                                               |
|-----------------------------------------------------------------------------------------------|
| The state should work to support rural districts to preserve and expand CTE opportunities (2) |
|-----------------------------------------------------------------------------------------------|

**ISBE Response:**

ISBE thanks the stakeholders for the thoughtful feedback on the survey. ISBE also provided opportunities through the Perkins road shows for stakeholders to provide feedback on the performance levels. As a response to this feedback, in addition to Illinois selecting dual credit as the program quality Indicator, Illinois is adding work-based learning as the second program quality indicator. Allowing dual credit in both traditional courses and CTE would allow for equity and an opportunity for students to earn dual credit in their program of study. The work-based learning program quality indicator was chosen based on the survey ranking of the program quality indicators being the number one choice and additional comments. ISBE's support for incorporating work-based learning as an indicator is because ISBE understands that not every student needs to attend college as part of his/her pathway to a career and work-based learning helps to meet the need of business and industry.

Illinois has determined that grant funding can be utilized for professional learning opportunities for teachers, work-based learning, student support services, expansion of dual credit opportunities, coursework and resources for employability skills, family and student CTE career awareness, credentialing, and integration of core academics in CTE. This is not an all-inclusive list, as ISBE is allowing districts to determine how to improve program access and quality based upon its Local Needs Assessment. The LEA funding decisions must be aligned to Perkins V local uses of funds.

ISBE will provide further supports to make improvements to CTE over the next four years such as: professional learning, research-based practices, and resource development to encourage differentiated learning. These strategies were included in the final draft of the plan. Diligent and continued work with stakeholders to educate about program quality indicators and how meeting the indicators will drive successful CTE programs. Illinois recognizes that further transparency and professional learning is needed around state data collection and data usage to drive program improvement.

ISBE will ensure students are taught by effective CTE teacher through funding being made available for the development and support of effective CTE teachers that aligns to Perkins V uses of funds. In addition to funding, ISBE is exploring opportunities for enhancing access to CTE teaching credentials, expanding the teacher pipeline, providing training and mentoring for CTE teachers coming from industry, encouraging partnerships between districts and industry to offer externships, and allowing funding to support CTSO stipends and other incentivization of responsibilities outside of the classroom.

Illinois acknowledges the importance of the Career and Technical Education, and CTE has been put in the forefront of ISBE's strategic plan. Further, Illinois will be using reserve funds to help support rural districts to expand CTE opportunities.