

Consolidated Annual Report, Program Year 2017 - 2018 Illinois

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

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

ISBE SIS is an integral part of the Illinois Longitudinal Data System (P-20) initiative through the Educator (Ed360) Dashboard. In State FY 2018 (hereafter, FY 2018), the Illinois Longitudinal Data System (ILDS) continued to evolve and builds on decades of data system work and experience with participating Illinois state agencies. Specifically, ILDS helps stakeholders and policy makers to make better-informed decisions by:

*connecting citizens with data on how early childhood programs, schools, districts, postsecondary institutions, and workforce training programs perform.

*combining data across multiple state systems to better understand the outcomes of learners served by and across state-funded programs.

*boosting system performance through cooperative efforts among education and workforce development agencies, thus reducing the burden on local programs and encouraging efficiency system-wide.

During FY 2018, Illinois utilized ILDS funding to prepare the Education 360 (Ed360) Dashboard to receive near real-time CTE data from the ISBE data warehouse. Using Ed360, district and school administration, school counselors, and educators can view student data to help them make data-informed instructional decisions.

On May 17, 2018, the dashboard added CTE participant and concentrator labels to applicable student profiles in the Student Profile Overview. On June 12, 2018, district and school administrators could opt in to preview CTE participant and concentrator labels linked to student profiles, CTE aggregate data, and current CTE courses for their district/school. ISBE accepted feedback on these features for full CTE dashboard release at the beginning of State FY 2019 to district and school administrators, as well as Regional Office of Education administrators. Preparation for Perkins secondary local eligible recipients' access, Education for Employment (EFE) Regional Delivery Systems (hereafter, EFE Systems), are anticipated to continue in State FY 2019.

The employment outcomes are currently unavailable through the National Student Clearinghouse (NSC) since Illinois does not collect social security numbers on secondary students, but ILDS is working to make this available in the future through NSC's connection to other databases and identifiers. In addition to contracting with NSC for postsecondary enrollment, ISBE is collaborating with Illinois Community College Board (ICCB), Illinois Department of Employment Security, and Illinois Department of Commerce and Economic Opportunity to include tracking of secondary students into employment and increase postsecondary enrollment tracking in the second quarter after leaving secondary education.

For more information about ILDS, see <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>. Specifically, ILDS CTE achievements, are in the 2018 ILDS Annual Report and Plan at <https://www.illinoisworknet.com/ILDS/About/Pages/AboutILDS.aspx>. For more information about Ed360, see <https://www.isbe.net/ed360>.

On May 18, 2018, an updated the Illinois Community College Board (ICCB) Management Information System (MIS) Manual was issued to the Illinois Community College System. The MIS Manual provides instruction (file format, data definitions, reliability checks, etc.) to the system for ICCB to collect student-level data, which is the primary source of the postsecondary Perkins student tracking and performance measurement data. Employment outcomes for postsecondary students are generated by merging ICCB student-level data with the Illinois Department of Employment Security (IDES) Unemployment Insurance wage records. Transfer information is obtained by matching ICCB student-level data via the National Student Clearinghouse Student Tracker data system (<http://www.studentclearinghouse.org/colleges/studenttracker/>).

A more intuitive and user-friendly ICCB Perkins Online Data System (PODS) Web Portal was designed and then released in January 2018. Through PODS, all colleges have access to Federal Perkins accountability measures and subgroups for their college and every other community college in the state. Data available represents fiscal year 2007 through 2017. Colleges can identify best-in-class performers, compare themselves to their Peer Institutions and neighboring institutions, and have the ability to create custom Peer Groups for comparative purposes.

ICCB was approached in 2017 to be one of four states to participate in the Early Indicators of Student Success Project funded by the Bill and Melinda Gates Foundation. The project brings together state agency partners from Illinois, Texas, and Virginia, and New York that have robust data systems along with expertise in analyzing student outcomes. Specifically, using predictive analytical techniques project partners applied two sets of early indicators – variables at 1) college entry and then 2) variables while they were in their first semester to measure two milestones A) second year retention and B) graduation. Variables at 1) college entry includes: HS Percentile Rank, ACT Score, Age, First Generation, Pell Status, and required Remediation at Entry. Variables while they are 2) in their first semester include: Math remedial coursework and completion, English remedial coursework and completion, credit hours attempted, credit hours earned, credit hours attempted, and GPA. A final publication and other resources will be produced with outcomes for each participating state. The project materials will be disseminated to the higher education community, so that colleges can use these predictive metrics and models to prioritize interventions and services for their students. The fact that such metrics and predictive models will have been proven in four different states and also for different student subpopulations will hopefully ensure their value for practitioners.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary–Performance Information System

Performance reports examine Education for Employment (EFE) System (CTE regional consortium of local school districts) progress on Performance Indicators.

Uses locally entered student records.

Uses state matching to administrative databases to identify student results for each Perkins sub-indicator.

Assesses the needs and outcomes of demographic and programmatic subpopulations.

EFE Systems use results of the state performance report to access core indicators and approve local CTE programs. Results are used for development and revision of regional CTE plans.

ISBE staff worked directly with EFE Systems to assess local program strengths and areas for improvement.

ISBE provided training to EFE Systems at both New System Director Orientation (October 4, 2017) and All EFE System Director Meeting (May 8, 2018), as well as focused EFE technical assistance, on quality CTE program components and the secondary program approval process found in Appendix A of the State Perkins Plan.

EFE Systems performed additional secondary program assessment based on the training, resources, and technical assistance provided.

Postsecondary–Performance Information System

Performance reports examine student progress aggregated into various configurations.

Uses locally entered student records.

Uses state matching to administrative databases to identify student results for each Perkins sub-indicator.

Postsecondary subrecipients use data to assess the needs of subpopulations and special populations as defined by Perkins.

Community colleges use results of the state performance report related to core indicators. Data are used for development and revision of local CTE plans and for the implementation of program improvement activities.

ICCB staff worked directly with subrecipients to assess local program strengths through programmatic monitoring and program improvement activity assessment.

ICCB assesses career and technical education programs through its statewide program review process. This process includes an assessment of need, cost, and quality of CTE programs. Although the majority of institutions assess their programs on a frequent basis, our schedule is a 5-year review process where institutions submit their program review templates including their analysis, results, and action plans. Feedback was provided by the ICCB to all institutions. In FY 2018, ICCB revised and updated its program review process and templates. Additionally, an assessment of the new process and documents, specifically as it relates to CTE, was conducted by the Office for Community College Research and Leadership. Recommendations were identified to improve the process.

Perkins programs of study are assessed through their annual plan submission and subsequent programmatic monitoring. Recipients are required to submit documentation and an analysis for their fully-developed, fully-articulated programs of study each year. They are also required to identify each grant year at least one program of study that will be created or evaluated to fully meet the requirements of a program of study as identified by the Perkins Act.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary

Provided school districts with up-to-date technological tools to track and report data, such as through the Illinois State Course System (ISCS) and Student Information System (SIS).

Continued modification of tools to comply with grant requirements.

Provided technology integration in district/school improvement plans, curriculum and instruction, and all state and local initiatives.

Continued dedicated funding for technology based on postsecondary and business/industry input.

ILCTE Innovative Curriculum Resources Project (ILCTE) supported expansion of high-quality e-learning (online) through collaborative efforts with MyCAERT (<https://www.mycaert.com/>).

Provided professional development (PD) for pre- and in-service teachers and other educators through ILCTE, the Illinois Association for Career and Technical Education (IACTE), and EFE Systems. PD demonstrated and encouraged innovative technology use in CTE instruction.

Enabled teachers and other educators to integrate technology into the classroom.

Continued offering CTE courses through Illinois Virtual School.

Postsecondary

Perkins subrecipient funding provided resources to help 1) improve CTE student outcomes, 2) strengthen the connections between secondary and postsecondary CTE programs, 3) improve local accountability, and 4) modernize CTE programs through the use or upgrade of technology.

Continued dedicated funding for technology through both basic allocations and state leadership dollars.

ICCB Leadership Grants are designed to ensure that community college CTE programs focus on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability.

ICCB used the Illinois Programs of Study Expectations Tool as an interactive instrument to help educational partners ensure they are meeting the federal Program of Study requirements and the high standards set in Illinois. Colleges must detail all fully developed and fully articulated Programs of Study annually through plan submission. Additionally, colleges are to disclose progress on all work surrounding program of study development, implementation, and evaluation.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

The Illinois Center for Specialized Professional Support (ICSPS) at Illinois State University received funds to provide statewide professional development activities:

*Provided leadership, support, and guidance to assist ISBE in the Civil Rights Review Process: 1) Presented on the Civil Rights Review process at the December EFE System Directors Leadership meeting; 2) Provided professional development and technical assistance to the selected sites prior to the Civil Rights Review through a conference call and additional phone contacts; 3) Provided a session on the Civil Rights Review process at the 2018 Connections Conference (March 7-8, 2018); and 4) Conducted Civil Rights Site Reviews.

*Held two CTE Counseling Academy preconference sessions, with one at the Connections Conference March 6, 2018 and another at the Illinois School Counselor Association Conference April 12, 2018. These academies showcased the benefits of CTE careers, community college opportunities, and strategies to support students interested in CTE/STEM occupations (Nontraditional Careers). Eighty-six individuals from secondary and postsecondary participated. The content included: what is CTE, opportunities within CTE, strategies to support Non-Traditional Opportunities (NTO) students interested in CTE, how to promote CTE to parents. Speakers included representatives from ISBE, ICCB, Illinois Student Assistance Commission (ISAC), Northern Illinois University (NIU), and National Alliance for Partnerships in Equity (NAPE).

*Held a Non-Traditional Occupations Summit (NTO), as well as the culminating activity to the CTE Counseling Academy; both sessions were presented by NAPE.

*Developed publications for students pursuing nontraditional occupations for their gender.

*Developed an NTO specific website for Illinois. The website can be found at <https://illinoisnto.com/> and highlights what is an NTO and showcases effective practices within the state.

*Hosted a webinar on How to Make Websites Accessible. In addition, ICSPS created several on demand videos for the educational system. The videos developed include: Alt Text -Short Overview, Creating Accessible PowerPoint Update for the Secondary System, and Introduction to Video Requirements – Short Overview. Web Resources for accessibility can be found at <https://icsps.illinoisstate.edu/web-accessibility-reources/>.

All resources developed by ICSPS can be found at <https://icsps.illinoisstate.edu/>.

ILCTE provided the following professional development to mostly secondary CTE professionals, including school counselors:

*Sessions and/or informational booth at the 2018 Illinois Association for Career and Technical Education Conference (February 15-16, 2018) and 2018 Connections Conference.

*Twenty professional development workshops offered over 34 days throughout summer 2018 and reached 362 CTE professionals, including school counselors, with sessions such as 3D Literacy, Beginning/Advanced Coding, Certipoint Certification Training, Culinary Arts Bootcamps, online curriculum resources, Geometry in Construction, Summer Academy, and Youth Mental Health/First Aid.

The Illinois Association for Career and Technical Education (IACTE) provided professional improvement activities and leadership training for more than 260 secondary and postsecondary CTE teachers, administrators, and school counselors. These activities were conducted primarily at the 88th annual IACTE Conference/Professional Development Institute held February 15-16, 2018, in Springfield and during the affiliate professional development conferences. Topics covered all CTE career clusters and included best practices in: curriculum and instruction; integration of academics in CTE; programs of study development; collaboration with postsecondary, business/industry, and community stakeholders; integrating technology and simulation into the CTE classroom; classroom management; data-driven decision-making; and much more.

Through the Illinois Network for Professional Development, ICCB, in coordination with the ICSPS and Office of Community College Research and Leadership (OCCRL), offered postsecondary subrecipients including CTE faculty, administrators, and counselors a professional development suite. Professional development offered in FY 2018 included:

Forum for Excellence- The Forum for Excellence is Illinois' premier professional development event. The conference highlights the continuing partnership of Career, Technical, and Adult Education in Illinois. Fiscal year 2018's Forum featured exceptional, informative sessions on topics such as the Illinois Essential Employability Skills Framework, the Workforce Innovation and Opportunity Act (WIOA), strategies to support special populations, Illinois' Integrated Career and Academic Preparation System (ICAPS), and exploring equity using the Pathways to Results (PTR) process.

Transitions Academy- The Transitions Academy is designed to assist colleges and partnerships working on developing Bridge and Integrated Career and Academic Preparation Systems (ICAPS) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS models, Illinois Bridge programs, and Illinois Programs of Study.

Special Populations Academies- Two Academies were conducted, one was a launching point for Special Populations Support grant recipients, and the other was an opportunity for the field to observe innovative initiatives and activities brought forth by the aforementioned grant recipients. This Academy featured a national equity expert, as well as highlighted national resources for serving nontraditional students.

Civil Rights Review Process Trainings- Two trainings regarding the ICCB's civil rights review process, one on administrative accessibility, e.g. notices of nondiscrimination, grievance procedures, etc.; and the other on facility accessibility, i.e. the physical accessibility of college campuses. Both trainings were interactive and provided participants with critical accessibility information.

Academic Advising and Counseling Workshops (regional)- This opportunity aimed to bridge the gap between high school counselors and community college CTE programs. Participants engaged in discussions about debunking myths regarding counselors and CTE and learned how to build and maintain effective partnerships between the secondary and postsecondary systems. These workshops were hosted in partnership with ISBE.

Nontraditional Careers Summit- This interactive session provided CTE educators with tools and activities to identify data driven and research-based strategies to increase access and achievement for students in nontraditional career preparation programs. Additionally, leadership from the National Alliance for Partnerships in Equity (NAPE) shared their Explore Nontraditional Careers Toolkit; this toolkit provides a research-grounded process to assist educators and counselors in transforming practices to increase the participation and persistence of women, and other underrepresented students, in STEM and other in-demand career fields.

Career Pathways Symposium- The Career Pathways Symposium highlighted effective career pathway practices across the Illinois community college system and showcased the Career Pathways Compendium; this resource is detailed in subsection II.

Perkins Administrator Cohort Mentoring and Learning Communities- Two Perkins Administrator Cohort (PAC) meetings were conducted, one in the fall and one in the spring. Each meeting provided participants with information regarding Perkins grant compliance and monitoring, quarterly reporting, upcoming professional development, and opportunities for interactive networking. Additionally, in FY 2018, the ICCB convened bimonthly informal calls where Postsecondary CTE staff could participate in a learning community and discuss issues, barriers, new policies, practices, etc.

Webinars, Newsletters, Podcasts, and Other Engagement- Webinars are offered throughout the year to reach a broader audience by CTE staff, ICSPS, and/or OCCRL. The following topics were administered through webinars in FY 2018: Nontraditional Recruitment and Retention Strategies, Permissible Uses of Perkins Funds, Curriculum Integration, Pathways to Results, Program Review Updates. Additionally, both ICSPS and OCCRL release newsletters to keep the field abreast on professional development opportunities and resources pertinent to CTE and the education community at large. The OCCRL facilitates a Democracy Podcast where topics such as equity and student-centered programming are explored. Lastly, the OCCRL maintains an interactive blog for practitioners to learn about CTE topics, equity, transitions, Pathways to Results projects, among others.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Secondary

All EFE Systems must describe how Perkins funds will be used to promote preparation for non-traditional fields in their local plan.

Illinois is a member state of NAPE, a consortium of organizations working in collaboration to create equitable and diverse classrooms and workplaces. Equity professionals throughout Illinois can access technical assistance with implementation using Perkins funding, educational materials that promote equitable learning environments, research documents, and data analysis reports to have an impact on public policy and local program improvement.

The Gender Equity Advisory Committee worked to advise and consult with ISBE in all aspects related to ensuring that all students have equal educational opportunities to pursue high-wage, high-skill occupations that can lead to economic self-sufficiency.

ICSPS provided individual technical assistance, professional development opportunities, and web-based resources to assist nontraditional participants.

Postsecondary

All colleges must incorporate in their plans how they will provide preparation for students pursuing nontraditional fields. In addition to the professional development, the ICCB funded several projects focusing on special populations, including nontraditional students, through the CTE State Leadership dollars where colleges carried out activities to increase nontraditional student support and performance outcomes.

*Special Populations Support Grant: The purpose of this grant opportunity was to research and enact evidence-based strategies for enhancing services for individuals that meet the definition of special populations which include: 1) single parents; 2) displaced homemakers; 3) individuals with disabilities; 4) low-income individuals; 5) individuals with limited English proficiency; and 6) students in nontraditional fields (as categorized by gender). 11 colleges were funded to support activities and initiatives that assist special populations students in CTE programs. Activities of this grant focused on: ensuring program accessibility to special populations students; and assisting special populations students in overcoming barriers that may limit opportunities for success. ICCB contracted with the ICSPS to provide technical support and professional development to project sites. ICSPS created several special populations briefs: <https://icsps.illinoisstate.edu/2016/10/special-population-recruitment-and-retention-support-strategies-documents/>.

The Gender Equity Advisory Council ensured that all students have equal educational opportunities to pursue high-wage, high-skill occupations that can lead to economic self-sufficiency.

ICCB developed plans, course approvals, and individual budgets to include academic and CTE programs for improving student performance in alignment with the core indicators.

ICCB funded the Pathways to Results (planning and implementation) grants to provide resources to support local efforts to develop, improve, and implement aligned Programs of Study; contribute to improvements in equity and outcomes for students; and evaluate solutions based on previously completed work.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary

All EFE Systems incorporate the support provided for special populations in their local plan. The following special population student strategies and policies are included in the local plan: assessment, monitoring, and evaluation of needs; overcoming barriers; assistance to decrease achievement gaps; and eliminating access barriers.

Secondary and Postsecondary

ICSPS provided activities that expand the knowledge and skills of professionals working with special populations, with a focus on nontraditional training and employment.

*Held two CTE Counseling Academy preconference sessions, with one at the Connections Conference March 6, 2018 and another at the Illinois School Counselor Association Conference April 12, 2018. These academies showcased the benefits of CTE careers, community college opportunities, and strategies to support students interested in CTE/STEM occupations (Nontraditional Careers). Eighty-six individuals from secondary and postsecondary participated. The content included: what is CTE, opportunities within CTE, strategies to support NTO students interested in CTE, how to promote CTE to parents. Speakers included representatives from ISBE, ICCB, ISAC, NIU, and NAPE.

*Held a NTO Summit, as well as the culminating activity to the CTE Counseling Academy; both sessions were presented by NAPE.

*Developed publications for students pursuing nontraditional occupations for their gender.

*Developed an NTO specific website for Illinois. The website can be found at <https://illinoisnto.com/> and highlights what is an NTO and showcases effective practices within the state.

*Hosted a webinar on How to Make Websites Accessible. In addition, ICSPS created several on demand videos for the educational system. The videos developed include: Alt Text -Short Overview, Creating Accessible PowerPoint Update for the Secondary System, and Introduction to Video Requirements – Short Overview. Web Resources for accessibility can be found at <https://icsps.illinoisstate.edu/web-accessibility-reources/>.

All resources developed by ICSPS can be found at <https://icsps.illinoisstate.edu/>.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary

ISBE provided training and technical support materials to the users of the Illinois State Course System (ISCS). The ISCS collects student course-taking data through the ISBE SIS. This longitudinal data system enables Illinois to track CTE data across multiple years and meet the Perkins IV accountability requirements.

ISBE principal consultants provided technical assistance and resources to EFE Systems aimed at promoting local program development and innovation, as well as addressing the needs of local projects as they prepare and implement their annual plans. These services are provided through individualized grantee technical assistance, regional EFE System meetings, and new and all EFE System Director meetings.

ISBE principal consultants developed and presented an EFE New System Director Orientation (October 4, 2017) and All EFE System Director Meeting (May 8, 2018) to provide curriculum and grant resources, as well as technical assistance tools to all EFE System Directors.

ICSPS provided professional development, technical assistance, and resources that expand the knowledge and skills of professionals working with special populations, with a focus on nontraditional training and employment.

ILCTE grant provided quality curriculum and instructional improvement resources to educators across the state.

Postsecondary

ICCB continued to implement the Pathways to Results initiative, which focuses on improving student transition results by developing metrics, methods, and tools that community colleges can use to continually improve the results obtained by students in these career pathways.

ICCB staff provided technical assistance aimed at promoting local program development and innovation. ICCB staff provide continuous technical assistance to subrecipients.

The Forum for Excellence provided technical assistance to local projects for professional development. This event serves as the kick-off for the annual professional development agenda. The topics selected for inclusion are followed up with intensive technical assistance support throughout the year.

ICSPS supported local projects throughout the state with direct technical assistance regarding special populations.

OCCRL supported local projects throughout the state with direct technical assistance on programs of study and career pathways particularly around equity and program assessment.

The ICCB implemented the Professional Development Network, a statewide platform for ongoing professional development. It was designed to promote collaboration and innovation at the secondary and postsecondary level. A mentoring program for local Perkins Administrators was also developed.

In FY 2018, staff created the CTE Learning Community. The purpose of the Postsecondary CTE Learning Community is to provide a platform where Perkins Administrators can share effective practices within their institutions and programs, as well as troubleshoot concerns/issues in relation to Perkins and CTE programs. Topics that were discussed in fiscal year 2018 include work-based learning, dual credit, advisory committees, serving students with disabilities, and implementing effective faculty externships, among others.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

220075

Number of students participating in Perkins CTE programs in state correctional institutions:

3508

Describe the CTE services and activities carried out in state correctional institutions.

Life Skills Centers facilitated the re-entry of released individuals into the workforce by providing services to assist them in obtaining gainful employment.

Referrals to the Life Skills Program were made by coordinators at each adult and juvenile Illinois Department of Corrections facility.

The correctional education system provided standardized vocational programs through the approval of ICCB.

The Illinois Department of Corrections funded several nontraditional training programs, including culinary arts and cosmetology.

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

169673

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

2358

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

There are 2,358 unique individuals non duplicated in CTE participating in more than one CTE course. Representing 5655 enrollments in activities/courses.

The Illinois Department of Human Services, Office of Rehabilitation Services, Education for Employment Delivery System, consists of three residential facilities administered and operated by the Office of Rehabilitation Services.

The Illinois Department of Human Services, Office of Mental Health and Developmental Disabilities, consists of 15 residential educational facilities and continues to target program completion and employment.

The services provided to the residents of these facilities were career counseling, career fairs, CTE courses utilizing standards-based curriculum, and credential opportunities in food service. Activities included teacher professional development and development of standards-based CTE curriculum.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

The state supports public charter schools operating approved CTE programs that are part of an Education for Employment (EFE) region.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Technical assistance, resources, and presentations were provided to FCS teachers and FCCLA by ISBE's FCS Principal Consultant throughout the year.

Updated FCS resources on ISBE's website.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

In FY 2018, all but two community colleges administered adult education programming and services. Illinois has been a leader in integrated education and training programming where individuals without a high school diploma or its equivalent are co-enrolled in GED programming and CTE coursework with a support class and other support services. Subrecipients are required to detail their partnership and work with their adult education providers in their local plans. All Perkins funding that supports integrated education and training programming supports the CTE portion of the program. To scale and enhance such programming, the ICCB funded several subrecipients through State Leadership funds in the CTE Improvement Grant. For more information on integrated education and training in Illinois, please visit: <https://www.icapsillinois.com/>.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

This component is built into each college's local plan. Additionally, leadership grants are available for colleges to carry out innovative and specialized activities to support individuals who have participated in Perkins-assisted services.

Additionally, through the CTE Improvement Grant, colleges are creating and expanding their business and industry partnerships by offering work-based learning including apprenticeships, thus increasing student connections to employment.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Secondary

EFE Systems continued to develop plans and approve courses and individual budgets to include academic and CTE programs for improving student performance in alignment with the performance indicators.

The University of Illinois Project Lead the Way provided exposure to engineering and biomedical concepts for students in middle grade and high schools.

Through ISBE's membership to the STEM Center for Teaching and Learning, Illinois CTE teachers have access to the Center's free professional development at the International Technology and Engineering Educators Association preconference. The Center provides information and resources on curriculum development, research-related projects, and a standards-based curriculum provided through the national model program, Engineering by Design.

ILCTE supported the development, updating, and dissemination of on-line CTE curricula in all CTE areas aligned to academic learning standards through MyCAERT and provided related professional development activities for teachers.

Postsecondary

ICCB developed plans, course approvals, and individual budgets to include academic and CTE programs for improving student performance in alignment with the core indicators.

The Illinois Network for Professional Development is designed to ensure that community college CTE programs focus on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability.

ICCB provided a webinar on contextualization of academics within CTE programs.

ICCB CTE staff provided technical assistance on the integration of academics with career and technical education through programmatic monitoring.

Technical Math Scan- ICCB contracted with NIU to conduct a scan of the technical math landscape at community colleges across the state by sampling a cross-section of programs based on school sizes, geographic regions, and technical program approaches. Stemming from the research conducted, NIU will identify course model and implementation variance, policy barriers, pros and cons to existing technical math structures, content resources used, and exemplary programs to use as models. A finalized research brief outlining the research scan conducted will be submitted in Fall 2018 to inform potential policy revisions or resource creation for the field on best practices.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Secondary

Continuation of the EFE Systems ensure that the CTE curriculum is aligned to meet state academic standards and CTE standards and skills.

EFE Systems worked with advisory councils that include secondary education, postsecondary education, business, industry, and labor to develop Programs of Study and ensure that skills are up to date.

ISBE principal consultants, ILCTE, and ICSPS network with public institutions of higher education that prepare teachers and counselors in workforce development and/or CTE.

Secondary and Postsecondary

ISBE and ICCB actively collaborate and participate in the P-20 Council Workforce and Apprenticeship Pathways (WRAP) committee (<https://www2.illinois.gov/sites/P20/Pages/default.aspx>) on issues and initiatives related to college and career readiness (e.g., Illinois' Postsecondary and Workforce Readiness (PWR) Act - <https://www.isbe.net/pwr>, 60 by 25 Network, etc.).

Postsecondary

Continuation of the Illinois Community College districts ensured that the CTE curriculum is aligned to meet state academic standards and CTE standards and skills.

The ICCB hosted the Forum for Excellence in collaboration with Adult Education providers. Several breakout sessions provided integrated concepts including bridge programs, integrated education and training models (including ICAPS), retention and transition, and WIOA. Additionally, several breakouts highlighted local secondary-to-postsecondary partnership practices.

Several webinars were conducted to assist colleges and partnerships working on developing Bridge and integrated education and training programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS model, Accelerating Opportunity, Illinois Bridge programs, and Illinois Programs of Study.

The local plan requires the subrecipient to detail how they partner with each of the partners listed in this section including through the one-step centers, advisory committees, and other.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

EFE Systems collaborate with their area school counselors to improve career guidance and academic counseling programs through meetings, professional development opportunities, and applicable resources (e.g., Illinois Postsecondary and Career Expectations, PaCE, Framework - https://www.isbe.net/documents/pace_revisions.pdf).

ISBE and ICCB partnered with ICSPS to co-host regional career guidance and academic counseling workshops. This opportunity aimed to bridge the gap between high school counselors and community college CTE programs. Participants engaged in discussions about debunking myths regarding counselors and CTE and learned how to build and maintain effective partnerships between the secondary and postsecondary systems. Other topics included nontraditional careers.

ILCTE developed curriculum materials and resources specifically targeted for counselor use with delivery support provided to the field.

Postsecondary subrecipients are required to detail in their local plan how they will engage secondary partners, including career guidance and academic counselors. Many colleges hold counselor meetings and workshops to discuss their CTE programs, any changes, and other information that counselors may need.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

ICCB continues to support early college credit opportunities through the expansion of dual credit opportunities and Advanced Placement.

ICCB developed the Illinois Programs of Study Expectations Tool as an interactive instrument to help educational partners ensure they are meeting the federal Program of Study requirements and the high standards set in Illinois.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Local recipients, through local formula dollars, have articulation agreements with 4-year institutions to increase CTE career pathways and transferability into baccalaureate programs, but state leadership dollars were not dedicated to this activity.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Secondary

EFE Systems worked to support activities that are an integral part of the CTE instructional program. EFEs monitor and encourage the use of CTE student organizations at the local level as part of their evaluation.

Postsecondary

Community colleges worked to support local CTE student organizations that are an integral part of the CTE instructional program.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Joint planning that includes secondary and postsecondary representatives was encouraged to strengthen Programs of Study at the state and local levels. EFE Systems and community colleges were encouraged to use joint advisory councils that serve secondary and postsecondary levels. Where all tasks for any occupation cannot be taught through secondary course offerings, postsecondary articulation components, as appropriate, were established.

Experience in and understanding of all aspects of the industry is required in the local plan, including alignment with industry certifications, where available and appropriate. Work-based learning is a key component of industry understanding. Postsecondary recipients offer clinicals, internships, and apprenticeships within our CTE programs.

In addition to technical skills and industry certifications, approved program content must reflect the integration of academic and workplace skills. Curricula must be aligned with the Illinois Learning Standards, incorporating the Common Core and industry certifications, when available. Dual-enrollment/dual credit options are encouraged in coordination with ICCB and are viable as part of the program approval process.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

EFE Systems can utilize funds for supplies and materials to support approved cooperative education programs.

The ICCB leadership funds were used to support partnerships between community colleges and regional business partners.

ICCB developed the Pathways to Results initiative, which focuses on improving student transition results by developing metrics, methods, and tools that community colleges and their partners can use to continually improve the results obtained by students in these career pathways.

ISBE and ICCB CTE staff are active members of the Illinois Workforce Innovation Board's Apprenticeship Committee, which is focusing on the development of a statewide apprenticeship system in collaboration with community colleges, industry representatives, and various state agencies.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Three secondary Ag courses were offered through the Illinois Virtual School using new enhanced online curriculum during FY 2018, with scholarship opportunities for a select number of qualified students.

In response to extensive health care workforce research by a secondary education district and their postsecondary and business/industry partners, ISBE began a state-level data review. After the state workforce need was established, ISBE developed a new secondary Health Science Technology (HST) program – Medical Billing and Coding – that incorporated both existing and a new HST course – Introduction to Pathophysiology and Pharmacology. The new state course was also incorporated into other HST programs. All new offerings became available statewide at the start of the FY 2019 school year.

Joint planning that includes secondary and postsecondary representatives was encouraged to strengthen Programs of Study at the state and local levels. EFE Systems and community colleges were encouraged to use joint advisory councils that serve secondary and postsecondary levels.

Eligible recipients from the secondary and postsecondary levels of education were encouraged to participate on the Programs of Study committees as they are developed. They assisted in professional development statewide and regionally to implement the Programs of Study Initiative.

Through CTE Improvement grants, recipients could create or expand innovative practices, such as distance learning.

ICCB staff participated and/or facilitated the following new career and technical education initiatives including: college and career pathway endorsement planning aligned with the national career clusters (stemming from the Postsecondary and Workforce Readiness Act), and the Special Populations in CTE Academy.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

ILCTE curriculum materials and other resources specifically targeted for entrepreneurship topics are encouraged to be used in entrepreneurial courses or applicable career pathways.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

ISBE launched Teach Illinois: Strong Teachers, Strong Classrooms in September 2017 to better understand staffing challenges and craft a holistic set of policy solutions to address them. The year-long effort aimed to build on the work already underway across Illinois. Teach Illinois, a partnership between ISBE and the Joyce Foundation, began with a "year of study," which gave State Board officials a chance to conduct more than 40 focus group sessions and hear from more than 400 teachers, parents, students, principals, superintendents, college of education deans, and other partners. ISBE staff heard about challenges, such as the dilemmas rural and high-poverty urban districts face in recruiting teachers and, in particular, shortage areas such as English as a second language (ESL)/bilingual. ISBE officials also heard about promising practices and thoughtful policy ideas regarding licensure, teacher preparation, leadership, and teacher advocacy. Recommendations acquired from the focus groups were compiled into a report that was approved by the State Board of Education on October 17, 2018. View the full report at <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf> and the Teach Illinois Legislative Recommendations and ISBE Actions at <https://www.isbe.net/Documents/Teach-Illinois-Approved-Recommendations.pdf>.

ISBE principal consultants promote the CTE teaching profession to students at CTSO events.

IACTE has provided leadership and professional development activities focusing on recruitment and retention, as well as transition to teaching from business and industry, to promote the CTE teaching profession.

ILCTE provided a variety of professional development opportunities to CTE teachers and school counselors throughout the state to build a network of support. Also, maintained and updated a CTE website, <https://www.ilcte.org/>, to enhance the sharing of teaching tools and resources. These retention activities continued to promote the profession in CTE.

Postsecondary Local Plans now require that colleges provide individuals transitioning from business and industry to the classroom with comprehensive professional development.

Faculty externships and mentoring programs are integrated into local planning to promote partnerships, but also retain CTE faculty.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No