

Terms and definitions listed in the order they appear in the Local Needs Assessment (LNA) and Comprehensive Local Needs Assessment (CLNA)

For a full list of Perkins V definitions, go to <https://www.isbe.net/Documents/Perkins-V-Definitions.pdf>.

Section 1 – Identification of Stakeholders, Section 2 – Student Performance, and Section 3 – Access to High-Quality CTE

Teachers – Appropriately licensed instructors of career and technical education (CTE) courses and any other appropriately licensed instructors that support, plan, or teach within CTE programs (e.g., math teacher for Geometry in Construction).

School Leaders – Individuals without an administrative license that make or are involved in decisions on CTE programs (e.g., CTE Directors, Teacher Leaders, Curriculum Directors).

Administrators – Principals and Superintendents that make decisions regarding CTE programs.

(Specialized Instructional) Support Personnel – Appropriately licensed/qualified instructors, staff, and directors that support, plan, or teach special populations within CTE programs and are part of comprehensive program to meet student needs. Examples include but are not limited to special education teachers and directors, school social workers, school psychologists, school nurses, speech language pathologists, and school librarians.

(Career Guidance and Academic) Counselors – School Counselors, Career Counselors, or other staff that support, plan, or assist with career exploration or student placement within CTE programs by:

- (A) providing access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual's occupational and academic future;
- (B) providing information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and
- (C) providing assistance for special populations with respect to direct support services that enable students to persist in and complete CTE programs of study, or career pathways.

Paraprofessionals – An individual who is an education/instructional assistant AND has an Educator License with Stipulations as a paraprofessional that performs their duties within a CTE program (<https://www.isbe.net/licensure-requirements>). Illinois' requirements of a paraprofessional:

- At least 19 years of age
- 1 of the Following:
 - Associate degree or higher
 - 60 semester hours of coursework
 - High School Diploma or GED **and** a score of 460 or higher on the ETS Parapro
 - High School Diploma or GED **and** the following scores on the ACT Workkeys:

- Applied Mathematics/Applied Math (with a score of 4)
- Reading for information/Workplace Documents (with a score of 4)

Postsecondary Faculty and Administrators – Faculty or administrators that are employed by a **Postsecondary Education Institution**. **Postsecondary Education Institution** means:

- (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
- (B) a tribally controlled college or university; or
- (C) a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

Local Workforce Development Board – IN GENERAL—The local board shall coordinate activities with education and training providers in the local area, including providers of workforce investment activities, providers of adult education and literacy activities under title II, providers of career and technical education (as defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)) and local agencies administering plans under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741). For a definition including establishment, membership and function, go to <https://www.isbe.net/Documents/Perkins-V-Definitions.pdf>. For a full definition, see section 107 of the [Workforce Innovation and Opportunity Act](#) (29 U.S.C. 3122).

Special Populations – Students who are:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the [McKinney-Vento Homeless Assistance Act](#) (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

Individual with a Disability –

- (A) IN GENERAL—(as defined in section 3 of the [Americans with Disabilities Act of 1990](#) (42 U.S.C. 12102)) The term “individual with a disability” means an individual with—
 - (i) a physical or mental impairment that substantially limits one or more major life activities of such individual;
 - (ii) a record of such an impairment; or
 - (iii) being regarded as having such an impairment (as described in paragraph (C)).

(B) Major Life Activities

- (i) IN GENERAL—For purposes of paragraph (i), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- (ii) Major bodily functions—For purposes of paragraph (i), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

(C) Regarded as having such an impairment—For purposes of paragraph (A)(iii):

- (i) An individual meets the requirement of "being regarded as having such an impairment" if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- (ii) Paragraph (A)(iii) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

(D) **Individuals with disabilities'** means more than 1 individual with a disability.

Low-Income Students – those who receive or live in households that receive Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families benefits; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the U.S. Department of Agriculture income guidelines to receive free or reduced-price meals.

Individuals Preparing for Non-Traditional Fields – Students who are registered and have completed a CTE program in a non-traditional field. **Non-traditional field** means an occupation or field of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Out-of-Workforce Individual – Means:

- (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) A school dropout.
 - 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

- (ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Displaced Homemaker means an individual who has been providing unpaid services to family members in the home and who—

- (iii)
 - i. has been dependent on the income of another family member but is no longer supported by that income; or
 - ii. is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and
- (iv) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

English Learners – Means:

- (A) a secondary school student who is an English learner (*as defined in section 8101 of the [Elementary and Secondary Education Act of 1965](#)*) —
 - (i) who is aged 3 through 21;
 - (ii) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (iii)
 - I. who was not born in the United States or whose native language is a language other than English;
 - II.
 - 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
 - III. who is 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
 - (iv) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - I. the ability to meet the challenging [State academic standards](#);
 - II. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - III. the opportunity to participate fully in society; or

- (B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—
 - (i) whose native language is a language other than English; or
 - (ii) who lives in a family environment or community in which a language other than English is the dominant language.

Homeless Children and Youth –

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- (B) includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 1309 of the [Elementary and Secondary Education Act of 1965](#)) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Youth in Care – Students placed or awaiting placement in a 24-hour, out-of-home residence, away from his or her parents/guardians. Placements are made by the Illinois Department of Children and Family Services.

Out-of-School Youth – An individual who is—

- (A) not attending any school (as defined under State law);
- (B) not younger than age 16 or older than age 24; and
- (C) one or more of the following:
 - (i) A school dropout.
 - (ii) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
 - (iii) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—
 - I. basic skills deficient; or
 - II. an English language learner.
- (D) An individual who is subject to the juvenile or adult justice system.
- (E) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the

[McKinney-Vento Homeless Assistance Act](#) (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

- (F) An individual who is pregnant or parenting.
- (G) A youth who is an individual with a disability.
- (H) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

At-Risk Youth – *At-risk*, when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Section 5 – Size, Scope, Quality and Section 6 – Implementing Programs of Study

Enrollment Size – Number of students who are registered and have completed a career and technical education (CTE) course.

POS – 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](#), including those adopted by a State under section 1111(b)(1) of the [Elementary and Secondary Education Act of 1965](#);
- (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.

Academic Standards – Illinois Learning Standards accessed at <https://www.isbe.net/Pages/Academics.aspx>

Technical Knowledge and Skills – Technical competencies relate to specific industry knowledge and skills foundational to in-demand occupations across a cluster or related cluster grouping and the ability to apply that learning in a workplace environment.

Employability Skills - 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 region’s needs and context. For more information, go to the [Illinois Essential Employability Skills Framework and Self-Assessment](#) or the [Illinois workNet Assessment](#) webpage.

Placement Data – After graduating from secondary education, a student who is involved in 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 – Recognized postsecondary credential

- **Recognized Postsecondary Credential** – A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
 - **Industry Credential** - This is a work-related credential, certification, or license that:
 1. Verifies 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.

Advisory Committee – A Program Advisory Committee is a group of stakeholders which may include representatives from local business and industry, college administrators, faculty, staff, and representatives from transfer institutions who advise the institution on the development, implementation, and evaluation of CTE programs to ensure programs are tailored to meet the workforce requirements of the community while addressing student needs. Advisory committees can be at the local or regional/joint level.

Orientation Course – A foundational course that provides a broad understanding of the CTE program and/or career cluster.

Advanced Course – A course that develops competencies and skills needed for entry-level employment or further postsecondary education.

Team-based Challenges - 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.

CTSOs – Career and Technical Student Organization; an organization for individuals enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program.

Work-based Learning - Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or research apprenticeship.

Appropriate Facilities, Equipment, Technology and Materials – Appropriate and accessible facilities that use industry standard technology and equipment.

Size, Scope, and Quality (updated January 2020) –

Size

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

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

Figure – Size of Secondary Program Recommendations

Scope

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

1. Incorporates challenging state academic standards;
2. Addresses both academic and technical knowledge and skills, including employability skills;
3. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
4. Progresses in specificity;
5. Has multiple entry and exit points that incorporate credentialing; and
6. Culminates in the attainment of a recognized postsecondary credential.

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

Quality

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

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

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

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

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

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

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

- Team-based challenges and/or CTSOs; and
- One or more of the following: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or research apprenticeship

7. **Instructors:** Instructors within programs of study are:
 - Qualified,
 - Collaborate with industry professionals, and
 - Engaged in applicable professional learning.

8. **Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.

9. **Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee described in Section D.