

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 256
CAREER AND TECHNICAL EDUCATION

SUBPART A: GENERAL

| | | |
|----|---------|--|
| 11 | Section | |
| 12 | 256.100 | Purpose and Scope |
| 13 | 256.110 | Applicability |
| 14 | 256.111 | Definitions |
| 15 | 256.112 | Eligible Applicants |
| 16 | 256.113 | Local Uses of Funds |
| 17 | 256.120 | Allocation of Funds |
| 18 | 256.130 | Application for Funding |
| 19 | 256.150 | Program Monitoring |
| 20 | 256.160 | Career and Technical Education Programs |
| 21 | 256.161 | College and Career Guidance |
| 22 | 256.162 | Additional Program Components for Elementary Career Exploration Programs |
| 23 | 256.164 | Additional Program Components for State Institutions that Serve Students from Special Populations |
| 24 | | |
| 25 | 256.165 | Additional Program Components for Workplace Learning Programs |

SUBPART B: CAREER AND TECHNICAL EDUCATION
SYSTEM AND AREA CAREER CENTERS

| | | |
|----|---------|---|
| 30 | Section | |
| 31 | 256.200 | Purpose and Scope |
| 32 | 256.210 | Cooperative Agreements, Submission, and Criteria for Approval |
| 33 | 256.220 | Personnel Qualifications |
| 34 | 256.230 | Additional Program Components for Area Career Centers |
| 35 | 256.231 | Additional Program Components for the Development of New Area Career Centers |
| 36 | | |
| 37 | 256.232 | Proposals for Expansion of Existing Area CTE Centers |
| 38 | 256.240 | Additional Program Components for CTE Systems |
| 39 | 256.250 | Evaluation |

SUBPART C: CAREER AND TECHNICAL STUDENT ORGANIZATIONS

| | | |
|----|---------|--|
| 42 | Section | |
| 43 | | |

- 44 256.300 Purpose and Scope
- 45 256.310 Eligible Applicants, Allocations, and Application for Funding
- 46 256.320 Career and Technical Student Organization Programs
- 47 256.330 Terms of the Grant

48

49 **SUBPART D: STATE LEADERSHIP ACTIVITIES**

50

51 **Section**

- 52 256.400 Purpose and Scope
- 53 256.410 Applicability
- 54 256.420 Allocation
- 55 256.430 Eligible Applicants
- 56 256.440 Terms of the Grant
- 57 256.450 Career and Technical Education Programs for Innovation

58

59 **SUBPART E: GREEN CAREER AND TECHNICAL**
60 **EDUCATION PATHWAY GRANT PROGRAM**

61

62 **Section**

- 63 256.500 Purpose
- 64 256.510 Definitions
- 65 256.520 Eligible Applicants
- 66 256.530 Application Procedure and Contents
- 67 256.540 Allocation of Funds
- 68 256.550 Criteria for the Review of Proposals

69

70 **AUTHORITY:** Implementing the federal Carl D. Perkins Career and Technical Education Act
71 of 2006, as amended (20 U.S.C. 2301 et seq.) and the Vocational Education Act [105 ILCS 435]
72 and authorized by Section 2 of the Vocational Education Act and Section 2-3.151 of the School
73 Code [105 ILCS 5].

74

75 **SOURCE:** Adopted at 45 Ill. Reg. 9844, effective July 22, 2021; amended at 47 Ill. Reg. 14442,
76 effective September 26, 2023; amended at 48 Ill. Reg. _____, effective _____.

77

78 **SUBPART A: GENERAL**

79

80 **Section 256.111 Definitions**

81

82 "Administrative Agency", when used in relation to a joint cooperative agreement,
83 means the public school district, regional superintendent of schools, or public
84 community college designated as the fiscal and legal agent for the local
85 educational agencies that are parties to the agreement. The term includes the
86 cooperative acting as its own administrative district when provided for by the

87 agreement establishing the cooperative. A public school district or community
88 college designated as an administrative agency must be a party to the cooperative
89 agreement.
90

91 "Area Career Center" means a specialized educational facility used exclusively or
92 principally for providing CTE at the secondary level and that has been designated
93 as an area career center by the State Board in accordance with Subpart B.
94

95 "Career and Technical Education Concentrator" means a student served by an
96 eligible recipient who has completed at least 2 courses in a single CTE program or
97 CTEPOS.
98

99 "Career and Technical Education Funds" or "CTE Funds", as applied to State or
100 federal funds, means funds appropriated by the Illinois General Assembly to the
101 State Board for the purposes of CTE.
102

103 "Career and Technical Education Program" or "CTE Program" means a program
104 that receives funding under Section 2 of the Vocational Educational Act. [\[105](#)
105 [ILCS 435\]](#)
106

107 "Career and Technical Education Programming" or "CTE Programming" means a
108 set of activities designed to lead to employment in a specific occupation or a
109 career cluster, or for additional preparation for that employment, and that is
110 specially and particularly suited to the needs of those engaged in or preparing to
111 engage in those occupations. The instruction may include the following:
112

113 classroom instruction;

114
115 classroom related field, shop and laboratory work in or out of school,
116 including instruction provided in extended campus facilities;

117
118 programs providing supervised occupational work experiences (e.g.,
119 workplace learning, job shadowing, [or](#) apprenticeship);

120
121 related instructional aspects of apprenticeship programs;

122
123 remedial programs and transitional instruction that are designed to enable
124 individuals to benefit from instruction related to the occupation or
125 occupations for which they are being trained by supporting any core
126 academic content knowledge deficiencies or disabilities that prevent them
127 from benefiting from the instruction; or
128

129 activities of career and technical student organizations that are an integral
130 part of the CTE curriculum.

131
132 "Career and Technical Education Program of Study" or "CTEPOS" means a
133 coordinated, nonduplicative sequence of academic and technical content at the
134 secondary and postsecondary level that:

135
136 incorporates challenging State academic standards;

137
138 addresses both academic and technical knowledge and skills, including
139 employability skills;

140
141 is aligned with the needs of industries in the economy of the State, region,
142 tribal community, or local area;

143
144 progresses in specificity (beginning with all aspects of an industry or
145 career cluster and leading to more occupation-specific instruction);

146
147 has multiple entry and exit points that incorporate credentialing; and

148
149 culminates in the attainment of a recognized postsecondary credential.

150
151 "Career and Technical Education System" or "CTE System" means a State-
152 approved consortium of entities that have a board of control, a System Director,
153 and an intergovernmental agreement, which makes them eligible to receive
154 funding as described in Subpart B, as well as school districts who receive funding
155 and implement career and technical education, professional learning, and support.

156
157 "Career Clusters" means occupations in the same field of work that require similar
158 skills. When used in relation to CTE programs, "career clusters" refers to the
159 National Career Clusters Framework, which is a State-approved framework of
160 career clusters that is informed by Advance CTE's framework of career clusters.

161
162 "Comprehensive Local Needs Assessment" or "CLNA" means an assessment
163 conducted by an eligible recipient, in consultation with all required stakeholders
164 in Perkins V, that is informed by the local needs assessment and contains all
165 requirements of the comprehensive needs assessment in Perkins V.

166
167 "Cooperative Agreement" means:

168
169 a joint agreement entered into by the boards of education of one or more
170 school districts with other local school boards or public institutions of

171 higher education (see Section 10-22.20a, 10-22.31a, or 10-22.31b of the
172 Code); or

173
174 an intergovernmental agreement entered into between one or more local
175 educational agencies under applicable provisions of the Intergovernmental
176 Cooperation Clause of the Illinois Constitution (Ill. Const. 1970, Art. VII,
177 Sec. 10) and the Intergovernmental Cooperation Act [5 ILCS 220].

178
179 "CTE" means career and technical education.

180
181 "CTE Participant" means a student in any of grades 9-12 who has enrolled in at
182 least one CTE course during the school year and who has a course outcome of
183 Pass, Fail, or Incomplete. Note that for the purposes of funding calculation only,
184 duplicate student counts will be used.

185
186 "CTE Program Concentrator" means a student who has successfully completed 2
187 or more introductory, skills, advanced or workplace experience CTE courses in a
188 single CTE program during the student's high school career.

189
190 "Educator-Coordinator", when used in relation to workplace learning, refers to an
191 educator who is coordinating programs of workplace learning and meets
192 requirements for licensure in CTE set forth in 23 Ill. Adm. Code 25.

193
194 "Elementary Grades" means kindergarten through grade four, as defined by the
195 federal Elementary and Secondary Education Act (ESEA) (20 U.S.C.~~USC~~ Ch.
196 70).

197
198 "Essential Employability Skills", when used in relation to CTE Programs, refers
199 to any skill identified as a component of the general skills and knowledge that are
200 necessary for success in the labor market at all employment levels and in all
201 sectors.

202
203 "Full-time High School Principal" means a high school principal who is
204 contracted for at least 260 days within a one-year period.

205
206 "Funding Agreement" means a written agreement entered into between the State
207 Board and other parties to the agreement that provides for the allocation of funds
208 administered by the State Board as payment for a product or service rendered or
209 as reimbursement for approved expenses incurred in the conduct of a program,
210 project, or activity under the terms of the agreement.

211
212 "High-wage Occupation" means an occupation that meets at least one of the
213 following wage criteria:

214
215
216
217
218
219
220
221
222
223
224
225
226
227
228
229
230
231
232
233
234
235
236
237
238
239
240
241
242
243
244
245
246
247
248
249
250
251
252
253
254
255

using data from the United States Department of Labor and the MIT Living Wage Calculator, an occupation whose median salary is at least 85% of the statewide living wage for one adult and one child; or

if the occupation does not pay a family-supporting wage, it is a springboard occupation that is a necessary position for advancing to an occupation with more responsibility and that pays a family-sustaining wage.

"In-demand" means an industry sector or occupation that meets at least one of the following demand criteria:

an industry sector that has a substantial current or potential impact on the State, regional, or local economy, as appropriate (including through jobs that lead to economic self-sufficiency and opportunities for advancement), and that contributes to the growth or stability of other supporting businesses or the growth of other industry sectors; or

an occupation that currently has or is projected to have a number of positions in an industry sector (including positions that lead to economic self-sufficiency and opportunities for advancement) so as to have a significant impact on the State, regional, or local economy, as appropriate.

"LEA" means Local Educational Agency.

"Local Application" means an application submitted to the State Board by an eligible recipient that is:

aligned to the participating district local needs assessment in the eligible recipient's cooperative agreement and the CLNA;

outlines goals and strategies to support CTE programs and CTEPOS; and

contains all of the following requirements, outlined in Perkins V:

description of the results of the local needs assessment;

information on the career and technical education course offerings and activities, which shall include at least one program of study, that will be funded;

256 description of how the applicant, in collaboration with local
257 workforce development boards and other local workforce agencies
258 and partners, will provide:

259
260 career exploration and career development coursework,
261 activities, or services;

262
263 career information on employment opportunities that
264 incorporate high-skill, high-wage, or in-demand industry
265 sectors or occupations, as determined in the needs
266 assessment; and

267
268 an organized system of career guidance and academic
269 counseling to students before enrolling and while
270 participating in a career and technical education program;

271
272 description of how the grantee will improve the academic and
273 technical skills of students participating in a CTE program;

274
275 description of how the grantee will:

276
277 provide activities for special populations for high-skill,
278 high-wage, or in-demand industry sectors or occupations
279 that will lead to self-sufficiency;

280
281 prepare CTE participants for non-traditional fields;

282
283 provide equal access for special populations to CTE
284 courses, programs, and programs of study; and

285
286 ensure that members of special populations will not be
287 discriminated against on the basis of their status as
288 members of special populations;

289
290 descriptions of the work-based learning opportunities that grantees will
291 provide to students participating in career and technical education
292 programs and how the grantees will work with representatives from
293 employers to develop or expand work-based learning opportunities;

294
295 description of how the grantee will provide students participating in career
296 and technical education programs with the opportunity to gain
297 postsecondary credit while attending high school, such as through dual

298 credit or concurrent enrollment programs or early college high school, as
299 practicable;

300
301 description of how the grantees will coordinate with institutions of higher
302 education to support the recruitment, preparation, retention, and trainings,
303 including professional development of educators and staff; and

304
305 description of how the grantees will address the disparities or gaps in
306 performance in each plan year and, if no meaningful progress has been
307 achieved prior to the third program year, a description of the additional
308 action the grantee will take to eliminate those disparities and gaps.

309
310 "Local Needs Assessment" means an assessment containing reviews of all CTE
311 programs size, scope, and quality that:

312
313 is completed by all participating districts of an eligible recipient's
314 cooperative agreement;

315
316 contains all requirements of the comprehensive needs assessment in
317 Perkins V; and

318
319 informs the eligible recipient's CLNA.

320
321 "Local or Regional Advisory Committee", when used in relation to a secondary
322 CTE program, refers to a group of stakeholders that may include representatives
323 from a local business or industry, university and community college
324 representatives, CTE faculty from K-12 CTE programs, CTE teaching faculty
325 from postsecondary CTE programs, CTE staff, and representatives from local
326 trade unions. The committee shall advise the institution on the development,
327 implementation, and evaluation of CTEPs to ensure programs are tailored to meet
328 the workforce requirements of the community while addressing student needs.

329
330 ~~"McKinney Vento Act" means the McKinney Vento Homeless Assistance Act~~
331 ~~(42 USC 11434a).~~

332
333 "Middle Grades" means grades five through eight, as defined by ESEA.

334
335 ~~"Multidisciplinary" or "Cross-cluster", when used in relation to CTE programs,~~
336 ~~refers to an approved CTEPOS that includes courses from two or more different~~
337 ~~career clusters.~~

338
339 "Participating District", when used in relation to a cooperative agreement, means
340 a public school district that is currently party to the agreement.

341
342 "Perkins" or "Perkins V" means the Carl D. Perkins Career and Technical
343 Education Act of 2006 (20 U.S.C.~~USC~~ 2301 et seq.), as amended by the
344 Strengthening Career and Technical Education for the 21st Century Act (Perkins
345 V) or any subsequent amendment to that Act.
346

347 "Perkins State Plan" means the plan adopted by the State Board of Education and
348 approved by the U.S. Secretary of Education that is in effect for a particular fiscal
349 year. The current Perkins State Plan is available at
350 <https://www.isbe.net/Documents/Perkins-Plan.pdf>.
351

352 "Regional Education Center" means two or more local educational agencies that
353 enter into a cooperative agreement to provide CTE programs, services, or
354 activities.
355

356 "Secondary Grades" means grades nine through 12, as defined by ESEA.
357

358 "School Code" or "Code" means the ~~Illinois~~-School Code [105 ILCS 5].
359

360 "Special Populations" means individuals with disabilities; individuals from
361 economically disadvantaged families, including low-income youth and adults;
362 individuals preparing for non-traditional fields; single parents, including single
363 pregnant women; out-of-workforce individuals; English learners; homeless
364 individuals; youth who are in, or have aged out of, the foster care system; and
365 youth with a parent who is a member of the armed forces or is on active duty.
366

367 "State Board" means the State Board of Education.
368

369 "State and Federal Laws and Regulations" includes the Carl D. Perkins Career
370 and Technical Education Act of 2006, as amended by Perkins V and its
371 regulations (34 CFR 400 through 401; 1986); the School Code; the Vocational
372 Education Act; this Part; Title VI of the Civil Rights Act of 1964 (42 U.S.C.~~USC~~
373 2000d); section 504 of the Rehabilitation Act of 1973 (29 U.S.C.~~USC~~ 794); Title
374 IX of the Education Amendments of 1972 (20 U.S.C.~~USC~~ 1681 et seq.); the Age
375 Discrimination Act of 1975 (42 U.S.C.~~USC~~ 6101 et seq.); and the Illinois Human
376 Rights Act [775 ILCS 5].
377

378 "State-Determined Performance Measures" means the measures established by
379 Perkins V that are the basis for the CTE accountability system, including:
380

381 1S1: Four-Year Graduation Rate: The percentage of CTE concentrators
382 who graduate from high school, as measured by the four-year adjusted

383 cohort graduation rate (as defined in Section 8101 of the Elementary and
384 Secondary Education Act of 1965 (ESEA)).

385
386 1S2: Extended Graduation Rate: The percentage of CTE concentrators
387 who graduate from high school, as measured by the extended-year
388 adjusted graduation rate (as defined in Section 8101 of ESEA) within six
389 years of entering high school).

390
391 2S1: Academic Proficiency in Reading: CTE concentrator proficiency in
392 the challenging State academic standards adopted under Section
393 1111(b)(1) of the ESEA, as measured by the academic assessments in
394 reading/language arts, as described in Section 1111(b)(2) of that Act.

395
396 2S2: Academic Proficiency in Mathematics: CTE concentrator
397 proficiency in the challenging State academic standards adopted under
398 Section 1111(b)(1) of ESEA, as measured by the academic assessments in
399 mathematics, as described in Section 1111(b)(2) of that Act.

400
401 2S3: Academic Proficiency in Science: CTE concentrator proficiency in
402 the challenging State academic standards adopted under Section
403 1111(b)(1) of ESEA, as measured by the academic assessments in science,
404 as described in Section 1111(b)(2) of that Act.

405
406 3S1: Post-Program Placement: The percentage of CTE concentrators who,
407 in the second quarter after exiting from secondary education, are in
408 postsecondary education or advanced training, military service, or a
409 service program that receives assistance under Title I of the National and
410 Community Service Act of 1990 (42 [U.S.C.](#)~~USC~~ 12511 et seq.), are
411 volunteers, as described in Section 5(a) of the Peace Corps Act (22
412 [U.S.C.](#)~~USC~~ 2504(a)), or are employed.

413
414 4S1: Nontraditional Program: The percentage of CTE concentrators in
415 CTE programs and CTEPOS that lead to fields in which their gender is
416 underrepresented.

417
418 5S1: Program Quality – Industry Credentials: The percentage of CTE
419 concentrators graduating from high school having attained a recognized
420 postsecondary credential.

421
422 5S2: Program Quality – Attained Postsecondary Credits: The percentage
423 of CTE concentrators graduating from high school having attained
424 postsecondary credits in the relevant CTE program or CTEPOS earned

425 through a dual or concurrent enrollment or another credit transfer
426 agreement.

427
428 5S3: Program Quality – Work-Based Learning: The percentage of CTE
429 concentrators graduating from high school having participated in work-
430 based learning.

431
432 "State Institutions that Serve Students from Special Populations" means
433 institutions designated by the State that primarily serve students from special
434 populations, as defined by Perkins V section 124(a)(1)(C) (20 ~~U.S.C.~~ USC
435 2344(a)(1)(C)), including State correctional institutions, juvenile justice systems,
436 and educational institutions that serve individuals with disabilities.

437
438 "Vocational Education Act" or "Act" means [the Vocational Education Act](#) [105
439 ILCS 435].

440
441 "Work-based Learning" provides participants with work-based opportunities to
442 practice and enhance the skills and knowledge gained in their CTEPOS or
443 industry training program, as well as to develop essential employability skills, and
444 includes an assessment and recognition of acquired knowledge and skills. A
445 continuum of work-based learning experiences should include, at a minimum,
446 career awareness, career exploration, team-based challenges, or career and
447 technical student organizations (CTSOs), as well as one or more of the following
448 at both the secondary and postsecondary levels: internships, career-related
449 service learning, paid work experience, on-the-job training, incumbent worker
450 training, transitional jobs, apprenticeships (i.e., youth, pre-registered, non-
451 registered, research), student-led enterprises, remote work for a client or
452 employer, school-based enterprise, or cooperative work agreements or clinical
453 experience. These experiences should be integrated into the CTE curriculum.

454
455 "Workplace Experience" refers to CTE courses that provide students with in-
456 person, remote, or simulated work experience within their CTEPOS. These
457 courses must include remote or classroom instruction and a workplace practicum
458 that aligns to the Career Development Experiences.

459
460 (Source: Amended at 48 Ill. Reg. _____, effective _____)

461
462 **Section 256.120 Allocation of Funds**

- 463
464 a) The State Board will allocate to eligible recipients CTE funds for supporting and
465 improving approved K-12 CTE programs. At a minimum, the formula for
466 allocation will [consist of funds allocated for CTE programming at area career](#)
467 [centers, elementary schools, and secondary schools and funds dedicated to](#)

~~support leadership activities in each CTE system. take into consideration the eligible recipient's enrollment of elementary school students who will participate in career exploration and the eligible recipient's participation or enrollment of secondary students in CTE programs. Funds allocated to eligible recipients for the purpose of supporting CTE programming will be allocated by a Grant Agreement that is based on the information contained in the eligible recipient's application submitted in response to a request for applications issued by the State Board.~~

- 1) Funds allocated by the State Board through a general distribution of funds for support of CTE programs, services, and activities will be allocated to eligible recipients through a formula designated by the State Board in support of the Perkins State Plan and to meet the required Perkins V maintenance of effort.
- 2) Funds allocated to eligible recipients for the purpose of supporting CTE programming will be allocated by a Grant Agreement that is based on the information contained in the eligible recipient's application submitted in response to a request for applications issued by the State Board.
- 3) Funds allocated to a CTE system for CTE programming will be based on the following:
 - A) the higher of an area career center's three-year enrollment average or the center's prior year enrollment;
 - B) an elementary school's (K-grade 8) student enrollment, as adjusted by the school district's Final Percent of Adequacy under Section 18-8.15 of the School Code; and
 - C) a secondary school's (grades 9-12) number of CTE participants and CTE program concentrator counts, as adjusted by the school district's Final Percent of Adequacy under Section 18-8.15 of the School Code, with 50% of the available funding distributed per the number of CTE participants and the other 50% distributed per the CTE program concentrator counts.
- 4) Funds allocated for leadership activities will be based on regional average salary data for high school principals. If the CTE system does not employ a full-time system director, will be prorated.
- 5) Subject to sufficient appropriation, the State Board may adjust or increase allocations to ensure that every CTE system is allocated no less than the prior year's allocation.

511
512
513
514
515
516
517
518
519
520
521
522
523
524

- b) In instances in which an area career center or an eligible applicant has joined with an LEA in a consortium or cooperative agreement, the State Board will distribute funds for which the LEA qualifies to the appropriate area career center or eligible applicant. The amount to be distributed to the area career center or eligible applicant will be based on the relative share of the students in CTE programs. This amount ~~will~~should be based, if practicable, on:
- 1) the average enrollment for the preceding 3 years; or
 - 2) for new area career centers, an alternative formula of projected enrollment ~~used~~ to determine the distribution, after approval by the State Board.

(Source: Amended at 48 Ill. Reg. _____, effective _____)