

Carl D. Perkins Act of 1998

Consolidated Annual Report for FY 2007

State of Illinois

**Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001**

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I. State Administration

A. Sole State Agency and Governance Structure

The Illinois State Board of Education (ISBE) serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Vocational and Technical Education Act of 1998. ISBE distributes Perkins funds to unit and high school districts through the Illinois Education for Employment (EFE) Regional Delivery System, consisting of 58 system directors. Under a Memorandum of Understanding between ISBE and the Illinois Community College Board (ICCB), administrative leadership for postsecondary Perkins was transferred to ICCB, effective July 2002, and Tech-Prep Education was transferred to ICCB, effective July 2003. ICCB distributes Perkins funds to the 39 Illinois community college districts, as well as to the secondary and postsecondary members of the 39 Illinois Tech Prep Consortia.

Managerial, professional, and support personnel who are qualified by education and experience are maintained by ISBE and ICCB in adequate numbers to enable proper and efficient administration of the Perkins Act. The division administrator of the ISBE Career and Technical Education Division is the state director of Career and Technical Education. Even though ISBE career and technical education staff are assigned to the Career and Technical Education Division, some staff are located in other ISBE divisions to administer secondary career and technical education. At ICCB, the vice president and the senior director for program planning and accountability serve as the lead staff for postsecondary career and technical education. Staff in other ICCB divisions provide support to the implementation of Perkins postsecondary initiatives.

There are several key Illinois state agencies responsible for career and technical education, and workforce investment. These agencies include, but are not limited to: the Illinois Department of Commerce and Economic Opportunity, which provides Workforce Investment Act administration; the Illinois Department of Employment Security, which provides labor market information and career awareness and information systems; the Illinois Department of Human Services—Office of Mental Health and Developmental Disabilities and the Office of Rehabilitation Services, which provide training to persons with disabilities; and the Illinois Department of Corrections (IDOC), which provides training for incarcerated inmates for successful re-entry into society and the workplace. The University of Illinois, Southern Illinois University, and Illinois State University are also key partners. Additional descriptions of some of the key agencies are also outlined under the State Leadership activities. An ISBE organizational chart is included at the end of this document.

B. Organization of Vocational and Technical Education Programs

Career and technical education programs in Illinois are submitted for review and approval from the EFE systems (secondary) and Illinois Community College districts (postsecondary) based on ISBE and ICCB policies, rules, and regulations. Secondary programs are organized around the five pathways of: Agricultural Education; Business, Marketing, and Management Education; Family and Consumer Sciences; Health Occupations; and Industrial Technology.

Programs are designed to allow students progression with a variety of options. A clear pathway should be available to allow a student's entry into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, and/or employment. Approved programs must contain a rigorous academic and technical sequence of courses at both the orientation level (minimum of 1 credit) and preparation levels (minimum of 2 credits). Besides technical skills based on Occupational Skill Standards, approved program content reflects the integration of related Learning Standards, workplace skills, and industry standards, when applicable. Programs provide resources to support course delivery, including qualified staff, appropriate facilities, adequate equipment, instructional materials, cooperative vocational education (one credit only at the preparation level),

worksite learning experiences, student support services, and contracts (if required) for extended campus partnerships.

Postsecondary articulation agreements are established where all tasks for an occupation cannot be taught through secondary course offerings. Programs are also encouraged to develop extensive articulation agreements that establish dual credit approval for the student at secondary and postsecondary institutions. General state revenue grant funds are available to encourage development and implementation of these dual credit programs. Programs that require approval from other appropriate state agencies to meet occupational certification or licensing must acquire it.

Approved programs in each EFE system are developed in light of labor market information, and are based on occupational skill standards, locally verified task lists, and/or national standards, where available. Cooperative vocational education offerings require the following provisions: a minimum of 200 minutes of classroom-related instruction per week, on-the-job supervision by a qualified instructor (equivalent to one half hour or more per week per student), and written training plans and agreements for each student.

Postsecondary programs offered through the community college system require ICCB approval. College applications for new Associate of Applied Science degree programs and career and technical certificates must provide information on the curriculum, meet the ICCB requirements, and demonstrate need for the program, documented by labor market information. Programs must indicate education and skill requirements based on employer input, skill standards, and accreditation/licensure standards, if applicable, and articulate assessment of student learning, faculty qualifications, academic control, and cost. Career and technical programs are reviewed once every five years with focus on program need, cost, and quality. Based on the review, programs are designated as continued with minor improvements, continued with significant changes, scheduled for continued review, or discontinued. Quality of career and technical education degree and certificate programs includes articulation with secondary programs and the availability of dual credit opportunities, when appropriate.

II. State Leadership

A. Required Uses of Funds

Assessment

ISBE and ICCB have developed and supported a Performance Management Information System that provides state government, local schools, and colleges with the ability to examine student progress aggregated into a wide variety of configurations. It uses locally entered student records and state matching to administrative databases to identify student results for each Perkins sub-indicator for a variety of demographic and programmatic subpopulations, including each special population. It is a powerful tool for assessing the needs and outcomes of these groups. Training efforts continue to focus on improving data quality and were expanded during FY 2006 to address using data for program improvement purposes. The results of the Performance Management Information System are used to report the state's performance for the Consolidated Annual Report and for development and revision of regional career and technical education plans.

The EFE systems and the Illinois Community Colleges use this system to fulfill reporting requirements for improving student performance related to the core indicators. EFE systems and colleges that did not meet their Annual Adjusted Level of Performance are required to report their improvement strategies. Those EFE systems and colleges will need to show a direct link between Perkins expenditures and the core indicators where student performance did not meet the Annual Adjusted Level of Performance.

Use of Technology

ISBE and ICCB support the appropriate use of Perkins funds for establishing and expanding technology applications that achieve positive results for the career and technical student population being served. Instances of this kind of support are mentioned in the Professional Development and Improvement Strategies sections.

ISBE and ICCB have provided Illinois school districts and colleges with up-to-date technological tools with which to track and report data. These tools were revamped to accommodate Perkins requirements and continue to be modified to comply with grant requirements and better serve the users and administrators who depend upon them.

Other strategic uses of ISBE and ICCB technology funds in FY 2007 include:

- The ICCB *Perkins Postsecondary Performance Enhancement Grants*. The purpose of these grants is to further develop, enhance, or implement a process and/or system that provides regular and systematic program evaluation and improvement related to career and technical education administration, programs and services;
- Technology integration in district/school improvement plans, curriculum and instruction in all classrooms, and all state and local initiatives;
- Creation of online assessments that measure 21st century learning goals, including specific knowledge and skills related to technology use;
- Priority to ensuring that the power of technology benefits high-risk, high-poverty students and schools and colleges, including, but not limited to, elimination of the digital divide;
- Professional development for pre- and in-service teachers and other educators that will enable them to integrate technology into their teaching and other school and college operations;
- Expansion of high-quality e-learning for Illinois students and educators, including, but not limited to, expansion of the Illinois Virtual High School and Illinois Community Colleges Online, and;
- Continued dedicated funding for technology, with desired annual increases at least commensurate with the percentage increase in General State Aid.

ICCB continued the statewide agreement with *CCBenefits* to make the *Community College Strategic Planner* available to all Illinois community colleges. This web-based tool is designed to assist community colleges in making strategic medium- and long-term planning decisions related to local and state workforce needs.

Professional Development Programs

Special Populations

Illinois State University received grant funds for the Illinois Center for Specialized Professional Support to implement activities, in collaboration with ISBE and ICCB, to expand the knowledge and skills of professionals working with special populations. The Special Populations Professional Development and Assistance Project, as enacted by the Illinois Center for Specialized Professional Support, provided support in the following areas:

Technical Assistance

- The New Look Project, formerly the NTO (nontraditional occupations) Look, has an expanded goal to assist secondary and postsecondary career and technical educators in identifying and strengthening aspects of their programming for all special populations learners. This award-winning model supports career and technical education programs at several different levels of investment through monetary awards, technical assistance, and professional development.
- Funds were distributed to secondary and postsecondary programs to support activities/products that lead to the achievement of performance indicators.

- The Illinois Center for Specialized Professional Support website, which provides access to resources and has user-friendly opportunities for sharing information and requesting assistance, was maintained and expanded. (<http://www.icspss.ilstu.edu>)
- Staff of the Illinois Center for Specialized Professional Support provided resources for Perkins administrators and special populations personnel at regional meetings.
- Staff of the Illinois Center for Specialized Professional Support provided information and resources upon request.

Product Development

- An updated CTE Networking Directory 2006-2007, with contact information for Illinois secondary and postsecondary career and technical education professionals, was compiled and disseminated. The directory assists Perkins professionals with collaboration and coordination.
- The NTO Self-Study Guide and Special Populations Self-Assessment was used by New Look Project teams, composed of secondary and postsecondary partners, to enable educational organizations to identify strengths and challenges in the recruitment, retention, and placement of students in nontraditional careers.
- The Civil Rights Self-Assessment: A Tool for Illinois Community Colleges website was updated for postsecondary Perkins personnel to be used in the evaluation of community college policies and practices related to various civil rights laws. (<http://www.icspss.ilstu.edu/ocr/>)
- Self-Sufficiency: Could This Be Your Life? provided electronic, self-sufficiency-based career assessment with an emphasis on nontraditional occupations. A Spanish version enhanced career resources for English language learners.
- Products developed by New Look site teams made innovative resources available through the New Look Showcase section of Illinois Center for Specialized Professional Support website.

Professional Development

- Illinois Center for Specialized Professional Support staff developed and conducted New Look Workshops based on need and area of specialization, which provided information about recruitment and retention, assessment, pursuing nontraditional occupations, and implementation of the New Look Project.
- Illinois Center for Specialized Professional Support staff, in conjunction with ICCB, organized and facilitated the Forum for Excellence, a statewide conference for career and technical education administrators, Perkins coordinators, and Tech Prep leadership.
- More than 30 workshops on supporting the success of special populations were presented at conferences and regional meetings. Topics addressed include the Framework for Understanding Poverty; Engaging and Supporting Students Pursuing Nontraditional Occupations; High-Wage, High-Skill, or High-Demand Careers; and Supporting Success of the Economically Disadvantaged Learners.

The Illinois Association for Career and Technical Education was funded to provide professional improvement activities for secondary and postsecondary teachers. These activities were conducted primarily at the annual Professional Development Institute in June.

Illinois State University worked with the University Council on Career and Technical Education to involve teachers, teacher trainees, teacher educators, and others in the development and delivery of activities and products designed to enhance career and technical education and to promote and support collaborative research with deliverable outcomes among career and technical education professionals, which can influence the practices of Illinois Career and Technical Education programs.

Illinois State University provided the annual statewide Connections/High Schools That Work (HSTW) Conference in Springfield, Illinois, that provided professional development activities to more than 900 teachers, counselors, and administrators. The grant also provided a series of HSTW Forums, technical assistance in-service activities, and

site visits to the funded Illinois HSTW sites. The HSTW initiative assists school districts by integrating and upgrading the level of academic and career and technical education studies students receive in their coursework.

Improve the Academic, and Vocational and Technical Skills of Students through the Integration of Academics with Vocational and Technical Education

The HSTW initiative provided funding to 17 high schools to assist in integrating and upgrading the rigor of academic and career and technical education studies students receive in their coursework. The goals of the HSTW program are to raise the mathematics, science, communications, problem-solving, and technical achievement of students to the national average or above; blend the essential content of traditional college-preparatory studies—mathematics, science, and language arts—with high-quality career and technical studies by creating conditions that support school teachers and counselors to carry out best practices; and advance state and local policies and leadership initiatives necessary to sustain a continuous school improvement effort for both academics and career/technical studies.

The Curriculum Revitalization Initiative, under the direction of a statewide advisory committee group composed of ISBE, the Illinois Office of Educational Services, local administrators, teachers, and teacher educators, develops and disseminates revitalized career and technical education curricula in all content areas similar to the efforts currently under way in agriculture.

EFE systems and Illinois Community Colleges must develop plans, course approvals, and individual budgets to include academic and career and technical education programs for improving student performance related to the core indicators. EFE systems that did not meet their Annual Adjusted Level of Performance are required to report their improvement strategies. Those systems will need to show a direct link between Perkins expenditures and the core indicators where student performance did not meet the Annual Adjusted Level of Performance.

University of Illinois—*Project Lead the Way* brings early exposure of engineering concepts to students in middle and high school, smoothing the path to a more formal preparation in engineering within institutions of higher education or the path to postsecondary, technologically oriented jobs. The project provided training and professional development for the teachers who ultimately will teach a core group of engineering-oriented courses in Illinois middle and high schools.

Providing Preparation for Nontraditional Training and Employment

The Illinois Office of Educational Services of Southern Illinois University maintained the *Illinois Nontraditional Training and Employment Statewide Resource Center*, which serves Illinois needs by maintaining an education specialist at the Center to provide resources on gender equity and nontraditional careers to Illinois teachers, administrators, counselors, and students.

The Gender Equity Advisory Council advises and consults with ISBE on ensuring that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency. The Illinois Center for Specialized Professional Support and the Illinois Office of Educational Services have been working with the Gender Equity Advisory Council to develop a clearinghouse of activities, projects, and resources that address nontraditional recruitment and retention issues through the Illinois Office of Educational Services website.

Illinois State University—State Leadership Activities funds were provided to the Illinois Center for Specialized Professional Support of Illinois State University to implement activities, in collaboration with ISBE and ICCB, to expand the knowledge and skills of professionals working with special populations and nontraditional training and employment. Additional information is available in the Professional Development Programs section.

Supporting Partnerships to Enable Students to Achieve State Academic Standards and Vocational and Technical Skills

Illinois has strengthened its regional and local supporting partnerships through the development of the secondary EFE System and postsecondary Illinois Community College districts to enable students to achieve state academic standards and vocational and technical skills. The EFE systems are governed by the regional Boards of Control,

consisting largely of school district superintendents, while the Illinois Community Colleges are governed by the elected Board of Trustees for each individual college district.

The University Council on Career and Technical Education worked to sustain and strengthen collaborative and cooperative working relationships between and among ISBE and all public institutions of higher education that prepare teachers and counselors in workforce development and/or career and technical education. The Council met four times during the year to work toward completing its activities. An assessment of provisionally certified vocational teachers was developed to identify their perceived professional development training needs and the instructional delivery methods they prefer. Assessment reports were written on the results and shared. The Council also developed a website to facilitate the dissemination of career and technical education information and a link of other pertinent sites and to provide a place for a discussion forum.

The Council promoted “Awards for Innovation” for Council members. This competitive project seeks proposals for innovative, research-based program and/or project deliverables that relate to Illinois career and technical education and ISBE initiatives through agriculture, business, family and consumer sciences, health sciences, industrial technology, and technology education.

Serving Individuals in Institutions

ISBE and ICCB serve appropriate institutionalized populations under Perkins, in cooperation with IDOC and the Illinois Department of Human Services.

Correctional Institutions

- IDOC School District 428 manages six Life Skills Centers. These centers facilitate the re-entry of released individuals into the workforce by providing services such as referrals for continuing education and job training, housing, counseling, transportation, and other subsistence needs so that they can obtain gainful employment.
- Referrals to the Life Skills program are received from designated Life Skills coordinators at each adult and juvenile IDOC facility. Eligible inmates must be within four months of release, with an emphasis placed on inmates who have participated in adult basic education, GED, or vocational programs while incarcerated, and particularly vocational completers. Referrals are also accepted from probation and parole officers.
- The correctional education system provides standardized vocational programs through the approval of ICCB. These programs are regularly reviewed and updated to improve instruction and experiences essential for learning elements of the business or industry chosen.
- IDOC funded several nontraditional training programs, including culinary arts, cosmetology, and dog training/grooming. These programs are monitored to improve program effectiveness and curriculum content.

Institutions for Individuals with Disabilities

- The Illinois Department of Human Services, Office of Rehabilitation Services (ORS) Education for Employment Delivery System, is composed of three residential educational facilities administered and operated by ORS. Coordination between the ORS schools and other federal and state programs, such as the Workforce Investment Act, the Illinois Department of Children and Family Services, area special education programs, the Illinois Department of Public Aid, and the Division of Specialized Care for Children, occurs at each school site.
- The Illinois Department of Human Services, Offices of Mental Health and Development Disabilities, administers 20 residential educational facilities. The pilot project continues to involve six training programs that target program completion and employment. Baseline data are collected to establish core indicators of performance.

Support for Programs for Special Populations that Lead to High-Skill, High-Wage Careers

Illinois State University–State Leadership Activities funds were provided to the Illinois Center for Specialized Professional Support to implement activities, in collaboration with ISBE and ICCB, that expand the knowledge and

skills of professionals working with special populations and nontraditional training and employment. The Illinois Center for Specialized Professional Support/Special Populations Professional Development and Assistance Project provided support to these areas. Additional information is available in the Professional Development Programs section.

Each EFE system and Illinois Community College submits narrative plans and budgets that indicate support for programs targeting special populations that lead to high-skill, high-wage earners. Labor market information developed by the Illinois Department of Employment Security is required for programs submitted for approval to ISBE and ICCB.

B. Permissible Activities

Guidance Services

ISBE and ICCB funded the *Illinois Statewide Career Resource Network* at the Illinois Department of Employment Security to:

- Maintain, update, and train users in the use of the *Horizons Career Information System*.
- Maintain and update *Countdown Application*.
- Make the *Horizons Career Information System* and *Countdown 9, 8, 7...* available via the Internet to all Illinois elementary, middle/junior high, and high schools, and to all Illinois students, parents, educators, and counselors.
- Promote Illinois Statewide Career Resource Network products and services to the EFE systems, Regional Offices of Education, school districts, and other constituencies.
- Update, enhance, and distribute the *Illinois Job Outlook in Brief* brochure (English and Spanish versions), the *Guides to Career Choices* brochure, and *One Source* promotional bookmarks.

All career information systems were reviewed and updated. These systems were available to students, parents, counselors, educators, and schools via the Internet at www.ILWorkInfo.com and through PC-based versions on CD-ROM. More than 67,988 unique visitors generated hits to the website during the first complete year of release on the Internet. The *Illinois Job Outlook in Brief* brochure and its Spanish version, *Perspectiva de Trabajo en Breve para Illinois*, have been distributed to all EFE system directors, Regional Offices of Education, and community colleges. The new *A Guide to Your Job Search and Illinois Career Information System* was distributed to a wide audience, including the 57 EFE systems, 39 community colleges districts, and more than 900 school districts.

Local Evaluation

The Illinois Office of Educational Services continued the management information system project that provides software, enhancements, technical support, and training to users of the Illinois Student Information System. The Illinois Student Information System application not only standardizes local data reporting to ISBE, but also gives schools the tools to analyze and evaluate the results of their decisions and efforts. During FY 2006, the Illinois Student Information System was improved by modifying the report feature to accurately reflect only those programs that are fundable, adding a place for an individual student identification number assigned by ISBE (to be used at a future date), and amending the final reporting feature, providing regional programs more useful information.

The Illinois Student Information System Project continues to work with the Center for Data Quality (C4DQ) to analyze the quality of the data collected. In February the C4DQ provided a software update and training to ISBE and Illinois Student Information System project team members on how to better ensure data validity, consistency, completeness, and structural integrity.

ICCB funded the Continuous Quality Improvement Grant for community colleges to develop, enhance, or implement a process and/or system that provides regular and systematic program evaluation and improvement related to career and technical education administration, programs, and services. Colleges use grant funds to support activities that include: achieving industry accreditation for career and technical education programs, developing end-of-program assessment tools for evaluating student learning, and continuous quality improvement projects, such as the Higher Learning Commissions Academic Quality Improvement Process for all instructional programs and related support services.

FY 2006 was a transition year for the Illinois Tech Prep evaluation program. The first five-year cycle had been completed and state staff identified the need to fully evaluate and assess those outcomes. As a result, it was determined that while local consortium site visits would continue to be conducted by state staff, the peer-review TPES would be suspended in order to determine the effectiveness of the process.

ISBE, ICCB, and the Office of Community College Research and Leadership are working in collaboration to produce "Programs of Study" that are aligned with the federal Perkins legislation. All agencies are developing a plan for Illinois that coordinates all partners in a collaborative approach to implementation that places an emphasis on academic and career and technical education courses that allows students to pursue career pathways.

A Perkins IV Programs of Study Advisory Committee was developed that consists of secondary and postsecondary institutions, Tech Prep Consortium representatives, EFE systems, Regional Vocational Systems, and Community College administrators. Committee members have discussed the overview of Programs of Study, reviewed research and current policies and practices, and begun to assess what steps should be taken next for Illinois. With the goal of having students successfully enter the workforce, it becomes important to provide for individual student needs and paths through a P-20 system that encourages local-level collaboration. By working in collaboration on state and local levels, individuals can receive early assessment, increased opportunities, dual credit, and degree attainment, and have an overall seamless transition from secondary to postsecondary levels of study.

Statewide and local collaboration will be key in order to facilitate the Programs of Study that will be developed and made available to EFE Regional Delivery Systems (consortia of schools) and postsecondary institutions. The committee will work to produce a guide to assist these entities in their overall implementation of programs of study at the local level.

Future evaluation methods for Tech Prep in Illinois will rely heavily on the opinions shared in the working group and the information gathered by the Office of Community College Research and Leadership researchers.

The following activities were identified in the Illinois State Plan for Perkins as a priority and are incorporated into the local plan guidelines that are published and distributed for schools and colleges to address in their grant applications: articulation agreements between secondary and postsecondary entities; training in "All Aspects of the Industry"; integration of academic and technical content; and adequate size, scope, and quality of programs. They also receive special emphasis by ISBE staff when working directly with local providers and are given significant importance at the annual Connections Conference.

The following examples were noteworthy in their benefits to staff and students:

- The Marion, Clinton, Washington County Regional Delivery System provided integration of academics and contextual learning, with an emphasis on writing skills as a priority within the region. Activities led to student improvement, including use of the Criterion Online Writing Evaluation System, agriculture teacher education workshops, and Work Ethics Curriculum, were noted in academic skill attainment scores, high school student participation in high school/community college dual credit classes (45 percent of all students), and area high school graduates enrolled in the regional community college (61 percent of all students).
- The Kishwaukee Education Consortium provided integration of academics and contextual learning, with an emphasis on reading and mathematics within their region. Educators in the region addressed the importance of increasing the academic skill (rigor) through the use of contextual learning to fulfill the requirements of NCLB. Activities implemented curricula developed to improve student performance on the WorkKeys portion

of the Prairie State Achievement Examination. In addition, more classes were developed as dual credit courses (relevance) to improve the quality of the curriculum and the transition of the students to college.

- The Clay-Jasper-Richland-North Wayne Regional Delivery System had workshops for career and technical education and academic teachers to develop lesson plans integrating mathematics and English. Coordinated activities targeted areas where there were gaps in the Prairie State Achievement Examination scores. Integration of Career Cruising in the academic and career and technical education classrooms, Skills Bank software packages, and Career Cruising career exploration programs were used with at-risk students failing mathematics and/or English. Of the students who were tutored using the Skills Bank computer program, 73.7 percent improved test scores.
- The Career Preparation Network provided integration of WorkKeys into academic areas to improve academic performance. Activities led to career and technical education students preparing middle school students for entrance to high-school-level career and technical education classes integrating mathematics and English skills with career and technical education. These activities had a direct impact on 383 students.
- Increasing student achievement is an ISBE goal. ISBE is a member of the HSTW Consortium. Seventeen Illinois high schools are implementing the HSTW model for school improvement. The integration of the academic and career and technical education concepts, the raising of expectations of students, and a more rigorous program of study should show gains in academic achievement, graduation rates, and further education and/or training.
- Lincoln Land Community College Tech Prep Consortium, in conjunction with the college, developed a program titled, "On Track for College," that offered all district high school sophomores the opportunity to take all or part of the Lincoln Land Community College placement tests. The Director of Placement and Testing administered the tests at 14 high schools, with students receiving their results immediately and having the opportunity to discuss the results further in terms of how they could use the results to plan their remaining coursework. This program was recognized by the Illinois Board of High Education as an "effective practice" and was highlighted on the agency website.
- John A Logan College Tech Prep Consortium, with funds from the Tech Prep Support Grant and the Program Improvement Grant, piloted a project with John A Logan College and Carbondale high school instructors to address reading across the curriculum. High school instructors—one career and one academic instructor—worked with community college staff to develop strategies in their content area that would include more reading. Twelve strategies were proposed and published in a written publication, as well as a CD, with the goal for the students to become more aware that these skills are practiced not just in reading or language arts curricula, but need to be applied in all areas of academic and real life. Through constant use, these skills would be refined with reading and writing abilities, attaining success for students not only on standardized tests, but with real world application as well.
- The Waubensee Community College Automotive Technology Department was awarded the Automotive Industry Planning Council Award of Excellence. The award is highly prestigious and allowed the program to receive a first place state award, as well as be recognized as the fourth best automotive program in the nation. The combination of strong advisory committee support and collaboration with local high schools and career centers was cited as an important strength of the program.
- McHenry County College CAD/Drafting Department hosted an Illinois Regional CAD/Drafting high school competition. Seventy-eight high school students from six area high schools competed in the areas of Introduction to Board, Architectural Board, Mechanical Board, Mechanical CAD, Architectural CAD, and Solid Modeling. Two students went on to the state competition and placed in the top three. This competition has proven to be a critical link between the high schools and the college, with a consistent increase in attendance from 40 students in FY06 to almost double in FY07.
- Kankakee Community College, in conjunction with the Tech Prep consortium, hosted an "Undecided Senior Day" for area high school seniors who were unsure of their future destinations. Approximately 85 high school

seniors attended the event, which also emphasized the opportunities in nontraditional careers. At the completion of the event, 52 percent of the seniors in attendance indicated a plan to attend the college in the fall.

- Lewis and Clark Community College retained and enhanced their High School Partnership/Dual Credit Program, allowing students to earn college credit at the same time as completing credits for high school graduation. The program provides students with the opportunity to experience postsecondary academic and occupational courses and realize that the ability to do college work is possible, providing confidence to the student to transition from a secondary school to a postsecondary institution. The college sought and was approved for accreditation from the National Alliance of Concurrent Enrollment Partnerships, making them the first Illinois College or university to achieve this status.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

A. Summary of the State’s Eligible Recipients

ISBE distributes Perkins funds to unit (404 total) and secondary (103 total) districts, area vocational centers (25 total), and the Illinois Department of Human Services Office of Mental Health through the EFE systems (58 total). ICCB distributes Perkins funds to the 39 Illinois community college districts, as well as to the secondary and postsecondary members (39) of the Illinois Tech Prep Consortium. The funds are distributed as indicated in Sections 131 and 134 of the Perkins Act. Each Perkins recipient completes an annual grant application that is negotiated per the ISBE- and ICCB-established guidelines. Institutionalized populations are served in cooperation with IDOC and the Illinois Department of Human Services. A copy of the 2007 version of the local applications used to fund eligible recipients for ISBE and ICCB is included at the end of this report.

IV. Accountability

A. & B. State’s Overall Performance and Special Populations Results and Program Improvement Strategies

Table 1. Secondary Core Indicator Definitions and Performance

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
1S1	Numerator: All career and technical education concentrators in a given graduation cohort who received a high school diploma. Denominator: All career and technical education concentrators in a given graduation cohort.	N – 95.00% B – 92.38%	28,352 of 29,781 or 95.20%
1S2	Numerator: All career and technical education concentrators in a given graduation cohort who received a high school diploma. Denominator: All career and technical education concentrators in a given graduation cohort.	N – 95.00% B – 49.29%	28,352 of 29,781 or 95.20%
2S1	Numerator: All career and technical education concentrators in a given graduation cohort who received a high school diploma. Denominator: All career and technical education concentrators in a given graduation cohort.	N – 95.00% B – 92.38%	28,352 of 29,781 or 95.20%

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
3S1	<p>Numerator: All career and technical education concentrators in a given graduation cohort identified by social security numbers who show up employed in UI wage records and/or enrolled in the state's higher education database in the year following graduation.</p> <p>Denominator: All career and technical education completers in a given graduation cohort who provided social security numbers.</p>	<p>N – 75.23%</p> <p>B – 79.25%</p>	<p>19,252 of 25,594 or 75.22%</p>
4S1	<p>Numerator: Number of males enrolled in programs that lead to employment nontraditional for males, plus the number of females enrolled in programs that lead to employment nontraditional for females.</p> <p>Denominator: Total enrollment (male and female) enrolled in programs that lead to employment nontraditional for either males or females.</p>	<p>N - 16.24%</p> <p>B – 15.48%</p>	<p>3,715 of 21,930 or 16.94%</p>
4S2	<p>Numerator: Number of males enrolled in completing programs that lead to employment nontraditional for males, plus the number of females completing programs that lead to employment nontraditional for females.</p> <p>Denominator: Total enrollment completions (males and females) in programs that lead to employment nontraditional for either males or females.</p>	<p>N – 12.78%</p> <p>B – 12.69%</p>	<p>1,059 of 7,504 or 14.11%</p>

Table 1A. Secondary Perkins IV Core Indicator Definitions and Performance

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
ZS1	<p>Numerator: Number of career and technical education concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of ESEA, as amended by the No Child Left Behind Act, based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of career and technical education concentrators who took the ESEA assessment in reading/language arts whose scores were included in the state's computation of AYP and who, in the reporting year, left secondary education.</p>	<p>B – 40.29%</p>	<p>10,555 of 26,280 or 40.16%</p>
ZS2	<p>Numerator: Number of career and technical education concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of (ESEA, as amended by the No Child Left Behind Act, based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of career and technical education concentrators who took the ESEA assessment in mathematics whose scores were included in the state's computation of AYP and who, in the reporting year, left secondary education.</p>	<p>B – 37.12%</p>	<p>9,633of 26,291 or 36.64%</p>

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
ZS3	<p>Numerator: Number of career and technical education concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate, as described in Section 1111(b)(2)(C)(vi) of ESEA.</p> <p>Denominator: Number of career and technical education concentrators who, in the reporting year, were included in the state's computation of its graduation rate, as defined in the state Consolidated Accountability Plan, pursuant to Section 111(b)(C)(vi) of ESEA.</p>	B – 69.00%	28,352 of 29,781 or 95.20%

Table 2. Secondary Special Populations Core Indicator Performance

Core Indicator	Neg Perf Level	Students with Disabilities	Acad Disad	Econ Disad	LEP	Non-Trad	Single Parent	Displ. Hmkr	Tech Prep
1S1	95.00%	4,648 of 5,055 or 91.95%	8,647 of 9,270 or 93.28%	8,850 of 9,384 or 94.31%	264 of 289 or 91.35%	1,059 of 1,099 or 96.36%	204 of 239 or 85.36%	4 of 4 or 100.00%	11,494 of 12,050 or 95.39%
1S2	95.00%	4,648 of 5,055 or 91.95%	8,647 of 9,270 or 93.28%	8,850 of 9,384 or 94.31%	264 of 289 or 91.35%	1,059 of 1,099 or 96.36%	204 of 239 or 85.36%	4 of 4 or 100.00%	11,494 of 12,050 or 95.39%
2S1	95.00%	4,648 of 5,055 or 91.95%	8,647 of 9,270 or 93.28%	8,850 of 9,384 or 94.31%	264 of 289 or 91.35%	1,059 of 1,099 or 96.36%	204 of 239 or 85.36%	4 of 4 or 100.00%	11,494 of 12,050 or 95.39%
3S1	75.23%	2,572 of 3,927 or 65.50%	6,060 of 8,794 or 68.91%	5,374 of 8,005 or 67.13%	172 of 225 or 76.44%	630 of 844 or 74.64%	459 of 752 or 61.04%	20 of 29 or 68.97%	8,519 of 11,291 or 75.45%
3S2	NA								
4S1	16.24%	383 of 3,269 or 11.72%	915 of 5,338 or 17.14%	1,098 of 5,003 or 21.95%	30 of 234 or 12.82%	3,715 of 21,930 or 16.94%	41 of 123 or 33.33%	1 of 8 or 12.50%	1,227 of 8,281 or 14.82%
4S2	12.78%	132 of 1,281 or 10.30%	389 of 2,124 or 18.31%	409 of 1,941 or 21.07%	4 of 38 or 10.53%	1,059 of 7,504 or 14.11%	7 of 26 or 26.92%	0 of 0 or 00.00%	447 of 3,417 or 13.08%

Table 2A. Secondary Perkins IV Special Populations Core Indicator Performance

Core Indicator	Neg Perf Level	Students with Disabilities	Econ Disad	LEP	Non-Trad	Single Parent	Displ. Hmkr	Tech Prep
ZS1	40.29%	450 of 3,869 or 11.63%	2,345 of 8,307 or 28.23%	30 of 160 or 18.75%	485 of 1,021 or 47.50%	54 of 228 or 23.68%	0 of 9 or 00.00%	4,180 of 10,531 or 39.69%
ZS2	37.12%	369 of 3,875 or 9.52%	1,784 of 8,311 or 21.47%	42 of 160 or 26.25%	398 of 1,021 or 38.98%	29 of 228 or 12.72%	0 of 9 or 00.00%	3,828 of 10,534 or 36.34%
ZS3	69.00%	4,648 of 5,055 or 91.95%	8,850 of 9,384 or 94.31%	264 of 289 or 91.35%	1,059 of 1,099 or 96.36%	204 of 239 or 85.36%	4 of 4 or 100.00%	11,494 of 12,050 or 95.39%

Table 3. Postsecondary Core Indicator Definitions and Performance

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
1P1	<p>Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate <u>or</u> who are still enrolled in the institution <u>or</u> have transferred within five years of enrollment.</p> <p>Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.</p>	<p>N – 66.73%</p> <p>B – 63.51%</p>	<p>17,700 of 26,601 or 66.54 %</p>
1P2	<p>Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate <u>or</u> who are still enrolled in the institution <u>or</u> have transferred within five years of enrollment.</p> <p>Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.</p>	<p>N – 66.73%</p> <p>B – 63.51%</p>	<p>17,700 of 26,601 or 66.54 %</p>
2P1	<p>Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate within five years of enrollment.</p> <p>Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.</p>	<p>N – 55.35%</p> <p>B – 48.79%</p>	<p>14,807 of 26,601 or 55.66 %</p>

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
3P1	<p><u>Numerator:</u> All degree and occupational certificate completers in the same fiscal year (from denominator) identified by social security number who show up as employed in the Illinois Unemployment Insurance wage records in the 3rd quarter after program completion and/or were enrolled in the Illinois public higher education shared database in the academic year following program completion.</p> <p><u>Denominator:</u> All degree and occupational certificate completers in a given fiscal year who provided valid social security numbers.</p>	<p>N – 78.38%</p> <p>B – 77.63%</p>	<p>23,381 of 30,186 or 77.46 %</p>
3P2	<p><u>Numerator:</u> All degree and occupational certificate completers in a given fiscal year identified by social security number who show up as employed in the Illinois Unemployment Insurance wage records in the 3rd and 4th quarters after program completion.</p> <p><u>Denominator:</u> All degree and occupational certificate completers in a given fiscal year who provided social security numbers and were employed the 3rd quarter after program completion (3P1).</p>	<p>N – 93.80%</p> <p>B – 95.55%</p>	<p>19,632 of 20,718 or 94.76 %</p>
4P1	<p><u>Numerator:</u> Total underrepresented enrollment of female and male students in all occupational programs that lead to nontraditional employment.</p> <p><u>Denominator:</u> Total enrollment of female and male students in all occupational programs that lead to nontraditional employment.</p>	<p>N – 13.58%</p> <p>B – 13.98%</p>	<p>15,950 of 91,383 or 17.45 %</p>
4P2	<p><u>Numerator:</u> Total number of program completions by underrepresented female and male students in all occupational programs that lead to nontraditional employment.</p> <p><u>Denominator:</u> Total number of program completions by female and male students in all occupational programs that lead to nontraditional employment.</p>	<p>N – 10.86%</p> <p>B – 12.17%</p>	<p>3,333 of 23,443 or 14.22 %</p>

Table 4. Postsecondary Special Populations Core Indicator Performance

Core Indicator	Neg Perf Level	Students with Disabilities	Acad Disad.	Econ Disad.	LEP	Non-Trad	Single Parent	Displ. Hmkr	Tech Prep
1P1	66.73%	519 of 804 or 64.55%	3,083 of 4,842 or 63.67%	5,882 of 8,623 or 68.21%	303 of 472 or 64.19%	985 of 1,567 or 62.86%	797 of 1,191 or 66.92%	171 of 234 or 73.08%	1,115 of 1,604 or 69.51%
1P2	66.73%	519 of 804 or 64.55%	3,083 of 4,842 or 63.67%	5,882 of 8,623 or 68.21%	303 of 472 or 64.19%	985 of 1,567 or 62.86%	797 of 1,191 or 66.92%	171 of 234 or 73.08%	1,115 of 1,604 or 69.51%
2P1	55.35%	412 of 804 or 51.24%	2,382 of 4,842 or 49.19%	5,011 of 8,623 or 58.11%	237 of 472 or 50.21%	794 of 1,567 or 50.67%	656 of 1,191 or 55.08%	149 of 234 or 63.68%	894 of 1,604 or 55.74%
3P1	78.38%	504 of 675 or 74.67%	3,035 of 3,792 or 80.04%	5,521 of 7,181 or 76.88%	393 of 648 or 60.65%	1,783 of 2,283 or 78.10%	882 of 1,201 or 73.44%	139 of 195 or 71.28%	1,000 of 1,219 or 82.03%
3P2	93.80%	400 of 422 or 94.79%	2,518 of 2,681 or 93.92%	4,598 of 4,886 or 94.11%	309 of 325 or 95.08%	1,394 of 1,468 or 94.96%	757 of 811 or 93.34%	119 of 129 or 92.25%	853 of 898 or 94.99%
4P1	13.58%	431 of 2,568 or 16.78%	3,401 of 19,125 or 17.78%	3,603 of 20,574 or 17.51%	392 of 2,480 or 15.81%	15,950 of 91,383 or 17.45%	507 of 3,390 or 14.96%	65 of 447 or 14.54%	189 of 683 or 27.67%
4P2	10.86%	62 of 477 or 13.00%	394 of 3,189 or 12.35%	621 of 4,956 or 12.53%	64 of 748 or 8.56%	3,333 of 23,443 or 14.22%	111 of 1,008 or 11.01%	19 of 138 or 13.77%	7 of 62 or 11.29%

Performance Data Explanation:

Secondary indicators were exceeded by actual performance for Enrollment (1S1) 95.20 percent actual v. 95.00 percent target and Completion (1S2) 95.20 percent actual v. 95.00 percent target. Vocational secondary concentrators continued to complete programs and graduate from high school at high rates. A program approval process that promotes good programs, active student organizations, and relevant leadership activities, as well as increased emphasis on academic integration, may have contributed to a steady increase in program retention. The largest subgroup of Employment (3S1) exceeded the target of 75.23 percent, but the economic factors contributed to the poor performance of the smaller special populations subgroups. The secondary student age group of 16 to 19 years continues to experience high unemployment, with rates of 18 percent overall for this population. In this age group, the white population unemployment rate is 14.7 percent, for blacks it is 40.8 percent, and for the Hispanic population segment the rate is 17.0 percent. No data are yet available for the Asian population for this age group. The actual Employment (3S1) performance was 75.22 percent. The target was missed by .02 percent. An analysis of the current Nontraditional Participation and Completion (4S1 and 4S2) indicators showed that males were not enrolled in the nontraditional programs in sufficient numbers. Limited occupations exist to allow males to meet economic self-sufficiency standards, so recruitment efforts are difficult. The Nontraditional Participation (4S1) measure exceeded the actual performance of 16.94 percent by 16.24 percent target. The Nontraditional Completers (4S2) target was 12.78 percent v. 14.11 percent actual performance.

The Perkins IV measures of Academic Attainment in Reading/Language, Mathematics, and Student Graduation Rates all used the Perkins III definition of concentrator. Academic Attainment in Reading (ZS1) was 40.16 percent actual v. 40.00 percent target. Academic Attainment in Mathematics (ZS2) was 36.64 percent actual v. 37.00 percent target. The racial/ethnic group of blacks and Hispanics did not perform as well as the other categories. The special populations subgroups did not perform well. The Student Graduation Rates (ZS3) exceeded the measure target of 69.00 percent with an actual performance of 95.20 percent. This indicator used Perkins III Completion (2S1) as a proxy.

Overall, Illinois postsecondary Perkins programs performed at consistently high levels during fiscal year 2007. In fact, overall postsecondary Perkins exceeded the established goals for fiscal year 2007 (bundled). Information is provided below on the Attainment of Academic Skills (1P1)/Attainment of Vocational Skills (1P2) and Placement in Employment or Continuing Education (3P1) measures, where actual performance was slightly below the negotiated performance level. As is the case for many states, postsecondary performance measures 1P1 and 1P2 are identical in Illinois.

Actual Illinois performance on the **Attainment of Academic Skills (1P1)/Attainment of Vocational Skills (1P2)** measure was 99.71 percent of target performance (66.54 percent Illinois actual vs. 66.73 percent Illinois target). Looking across the subgroups tracked in the Consolidated Annual Report, relatively low performance among male students (59.53 percent) contributed to lower than anticipated overall performance. Subgroups that exceeded the performance target in fiscal year 2007 included: Displaced Homemakers, Females, Tech Prep, Economically Disadvantaged, Whites, and Single Parents.

Current Illinois postsecondary Academic and Vocational Skill performance was also below the statewide performance achieved last year (66.54 percent Illinois actual for FY 2007 and 70.07 percent Illinois actual for FY 2006). Performance in 2006 was higher almost across the board. Displaced Homemakers and Native Americans were the only subgroups to show small percentage gains in FY 2007, compared with the previous year. Looking at the components of the measure—graduated, transferred, or enrolled in final fiscal year tracked—compared with the previous year, the number of individuals in the cohort who graduated increased in FY 2007, while declines were noted in transfers and the number of individuals who were retained at the end of the tracking period.

Current Illinois performance on the **Placement in Employment or Continuing Education (3P1)** measure was slightly lower than the established goal (77.46 percent Illinois actual vs. 78.36 percent Illinois target). Hence, actual FY 2007 performance on the Placement in Employment measure was 98.85 percent of the goal. Approximately two-thirds of the successful placements were in employment. On the Placement in Employment or Continuing Education (3P1) measure, the following subgroups performed above the target in FY 2007: Tech Prep, Females, Academically Disadvantaged individuals, and Whites.

Contributing to slightly lower-than-anticipated overall performance on the Placement in Employment or Continuing Education measure (3P1) was that fewer members of the cohort than expected pursued additional education. Compared with the previous year, there were decreases in the number (N = -447) and percentage (-4.04 percent) of students who transferred within the observation timeframe for the measure.

Another contributing factor to the lower-than-target performance on the Placement in Employment or Continuing Education measure (3P1) was the inability of Illinois to conduct an administrative data match with Missouri unemployment insurance (UI) wage records. For the last several years, Illinois had access to these data. Missouri officials are in the process of reviewing external party access to their UI wage record files. Illinois officials have a flawless record of protecting the confidentiality of the matched records. However, during the internal review currently under way, Illinois was not able to perform the employment match with Missouri.

The Illinois performance on the Placement in Employment or Continuing Education measure (3P1) was slightly lower in the latest submission than in the previous year (77.46 percent in FY 2007 v. 78.17 percent in FY 2006), but just above performance from two years ago (77.16 percent in FY 2005). Note that an additional 1,562 placements (numerator) were recorded in FY 2007, compared with last year.

C. Definitions

Vocational Secondary Participant: A student enrolled in a training-level course.

Vocational Secondary Concentrator: When a student has earned two Carnegie units of credit at the training level (typically grades 11 and 12) in a specific six-digit CIP program, he or she has achieved the threshold and is considered a concentrator.

Vocational Secondary Completer: Concentrators in career and technical education programs that attain a high school diploma.

Vocational Postsecondary Concentrator: When a postsecondary student earns 12 credit hours during an academic year with the objective of completing a degree or an occupational certificate and the intent to enter a new occupation or improve their occupational skills, he or she has achieved the threshold and is considered a concentrator.

Vocational Postsecondary Completer: A postsecondary concentrator who earns an occupational (PCS 1.2) certificate or degree.

Tech Prep Student: A Tech Prep student is one who seeks further education after high school and has a written career plan that identifies an academic and technical sequence of courses that lead to a Tech Prep occupation as a career goal. Students may begin as early as grade 9 and no later than grade 11 to select a Tech Prep sequence of courses that continues at a postsecondary institution and culminates in an associate of applied science degree, two-year certificate, or two-year apprenticeship leading to related meaningful employment. Students may revise their program of study as they move toward their career goal.

D. Measurement Approaches

Table 5. Computational Secondary Core Indicator Definitions

<u>Academic Skill Attainment</u>	
1S1	Percentage of career and technical education concentrators attaining a high school diploma.
<u>Vocational Skill Attainment</u>	
1S2	Percentage of career and technical education concentrators attaining a high school diploma.
<u>High School Graduation</u>	
2S1	Percentage of career and technical education concentrators attaining a high school diploma.
<u>Placement in Employment and/or Postsecondary Education</u>	
3S1	Percentage of career and technical education completers with valid social security numbers who were employed in the second quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.
<u>Nontraditional</u>	
4S1	Percentage of career and technical education participants enrolled in programs leading to occupations that are nontraditional for their gender.
4S2	Percentage of career and technical education completers in programs leading to occupations that is nontraditional for their gender.

Table 5A. Computational Secondary Perkins IV Core Indicator Definitions

<u>Academic Attainment in Reading/Language Arts</u>	
ZS1	Percentage of career and technical education concentrators meeting/exceeding the reading portion of the Prairie State Achievement Examination.
<u>Academic Attainment in Mathematics</u>	
ZS2	Percentage of career and technical education concentrators meeting/exceeding the mathematics portion of the Prairie State Achievement Examination.
<u>Student Graduation Rate</u>	
ZS3	Percentage of career and technical education concentrators attaining a high school diploma from Perkins III.

Table 6. Computational Postsecondary Core Indicator Definitions

<u>Academic Skill Attainment</u>	
1P1	Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree <u>or</u> who are still enrolled <u>or</u> have transferred within five years of enrollment.
<u>Occupational Skill Attainment</u>	
1P2	Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree <u>or</u> who are still enrolled <u>or</u> have transferred within five years of enrollment.
<u>Program Completion</u>	
2P1	Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree within five years of enrollment.
<u>Placement in Employment and/or Continuing Postsecondary Education</u>	
3P1	Percentage of program completers in a given fiscal year who were employed in the third quarter after graduation and/or who were enrolled in the Illinois public higher education shared database in the academic year following program completion.
<u>Retention in Employment</u>	
3P2	Percentage of program completers who were employed in the third quarter (3P1) and still employed in the fourth quarter after program completion.
<u>Nontraditional</u>	
4P1	Percentage of career and technical education participants enrolled in programs leading to occupations that are nontraditional for their gender.
4P2	Percentage of career and technical education completers in programs leading to occupations that is nontraditional for their gender.

Table 7. Quality Assessment Using Federal Rubric

Performance Indicator	Score	Comments
1S1: Secondary Academic Attainment	2 of 3	This is a proxy measure and is slated to be replaced by a secondary standardized test in the future.
1S2: Secondary Occupational Skill Attainment	2.5 of 3	This measure was upgraded from a population sample to a census test beginning in FY 2001. Proxy data are now being submitted.
1P1: Postsecondary Academic Attainment	2 of 3	A student success and advancement measure is used. Statewide standards are not yet available for this measure. Alternative approaches are being evaluated.
1P2: Postsecondary Occupational Skill Attainment	2 of 3	A student success and advancement measure is used. Occupational standards have not yet been implemented on a statewide basis at the postsecondary level.
2S1: Secondary Completion	3 of 3	The state method of measuring this population is valid, consistent, and comprehensive.
2P1: Postsecondary Degree or Credential	3 of 3	The state method of measuring this population is valid, consistent, and comprehensive.
3: Secondary and Postsecondary Placement and Retention	2 of 3	The state has moved toward more complete information by accessing additional external data sources. Availability of student social security numbers is less problematic at the postsecondary level.
4: Secondary and Nontraditional Participation and Completion	3 of 3	The state method of measuring this population is valid, consistent, and comprehensive.

Steps under consideration to further improve these measures include:

Secondary:

- Continue development of a replacement measure for 1S1 using results of the grade 11 Prairie State Achievement Examination.
- Continue development of a replacement measure for 1S2 based on a previous Office of Vocational and Adult Education monitoring visit and subsequent discussions.
- Conduct training on data quality and using data for decision-making purposes.
- Access longitudinal databases to support research efforts.
- Develop more complete information by accessing additional external data matching sources for 3S1. For example, Illinois is participating in the Federal Employment Data Exchange System (FEDES) project.
- Improve data analysis to provide improvement in measures and performance.

Postsecondary:

- ICCB officials are refining and redesigning the postsecondary Perkins Online Data System (PODS) to accommodate the new performance measures under Perkins IV. PODS is a web-based data distribution and analysis system that allows 24/7 access to college Perkins performance data in a secure environment wherever Internet access is available.
- Colleges are being encouraged to build complementary data systems around their automated degree and certificate audit computer systems. Systems can be designed to allow students to check their progress to degree and certificate completion using online tools. Using the online tools, students can identify any remaining classes needed to complete a specified educational program and refer to the college's website to register for classes. Highly developed systems can be designed to implement push-pull technology. In a refined data system it would be possible to give individuals who are nearing the completion of a formal award priority registration status for the classes they need to graduate. By investing time and resources, colleges could also develop systems that e-mail students about the availability of the classes they need to graduate and encourage these individuals to register for the specified classes during the next available term.

Illinois is moving toward more complete and consistent data by attempting to access additional external data matching sources (3P1/3P2). A recent review by a neighboring state of their policies to allow UI wage record access to track employment outcomes of individuals served by postsecondary Perkins has been problematic.

Improvement Strategies

- Secondary data quality initiatives include:
 - A Statewide Data Quality Task Force continues to review the current data collection system and provide guidance and recommendations to better coordinate local and regional data reporting.
 - The State of Illinois participated in all Data Quality Institute workshops presented in order to forecast the core indicators of Perkins IV measures.
- Postsecondary community colleges will be provided a Tech Prep Support Grant to plan and carry out in coordination with the local Tech Prep consortium to develop and/or expand community college involvement in activities from the consortium's approved plan and/or support local efforts to develop innovative career and technical education programs of study.
- Secondary and postsecondary data distribution systems will be further improved, enabling faster and more efficient information sharing with local schools and colleges at the state level. Detailed performance data are now available via CD, the Internet, or spreadsheet.
- Additional training related to core indicators and accountability was provided to secondary and postsecondary Perkins partners.
- Strategies are being studied to access more complete data bases. Additional data-sharing agreements will be developed with the managers of external databases to result in a more complete picture of post-program outcomes.
- Several modifications to the Illinois Student Information System software have been made that will improve the quality of data submission for FY 2008. Fields have been added to better identify and track students into the future. Changes have been made to the automated verification process and user accounts that will enhance efficiency and accuracy of the data collected.

- Secondary and postsecondary support will continue with the Illinois Center for Specialized Professional Support of Illinois State University. Project activities continue to promote the success of special population learners by coordinating with ISBE and ICCB to enhance communication, disseminate resources, provide initiatives for program improvement, and offer professional development. Illinois Center for Specialized Professional Support services augment collaboration and partnerships of professionals serving all learners in businesses, communities, and educational programs throughout Illinois.
- ISBE and ICCB are collaborating with the local provider community to develop and implement a smooth and successful transition to Perkins IV. The initial component of state and local transition planning within Illinois involved a series of five Regional Transition Meetings during spring 2007. The Postsecondary Perkins Forum for Excellence held in September 2007 offered additional opportunities to collaborate with local officials on improving data systems and measurement strategies under Perkins IV.
- ICCB officials have been working with colleagues from the community college system to review and strengthen performance measurement construction for Perkins IV.
- ICCB officials regularly participate in the Next Steps Work Group dialogue to gain insights and ideas from colleagues at the national level and from other states to enhance performance measure construction, gain access to additional data sources, and identify promising practices.
- ICCB officials always participate in Data Quality Institutes to exchange information with colleagues about improving performance measurement and management.
- ICCB officials are working with officials from the Illinois Department of Financial and Professional Regulations to attempt to obtain certification and licensure information from that agency. Accessing these data would strengthen the new Technical Skill Attainment approach being pursued in Perkins IV.

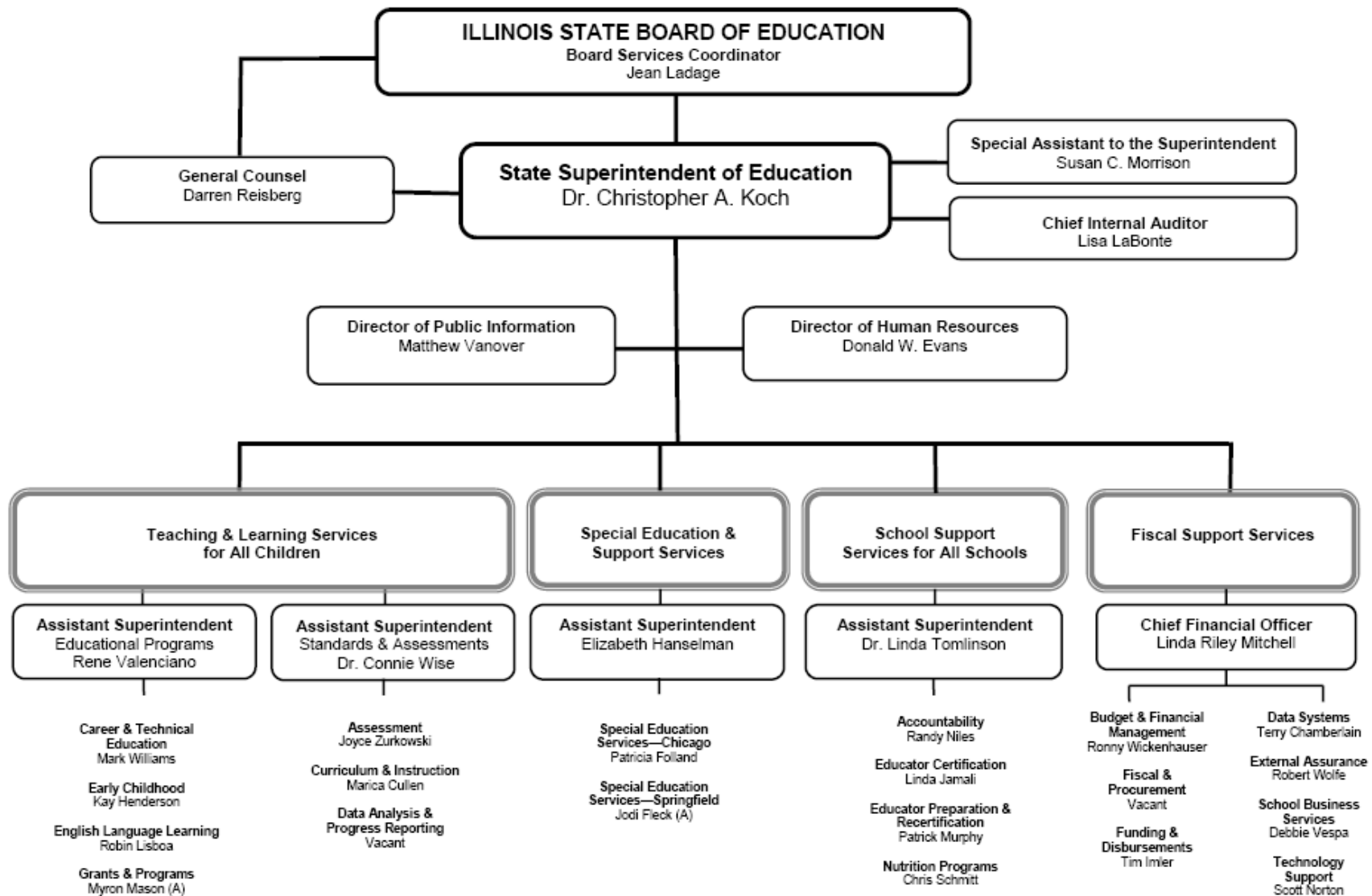
Monitoring Follow-up

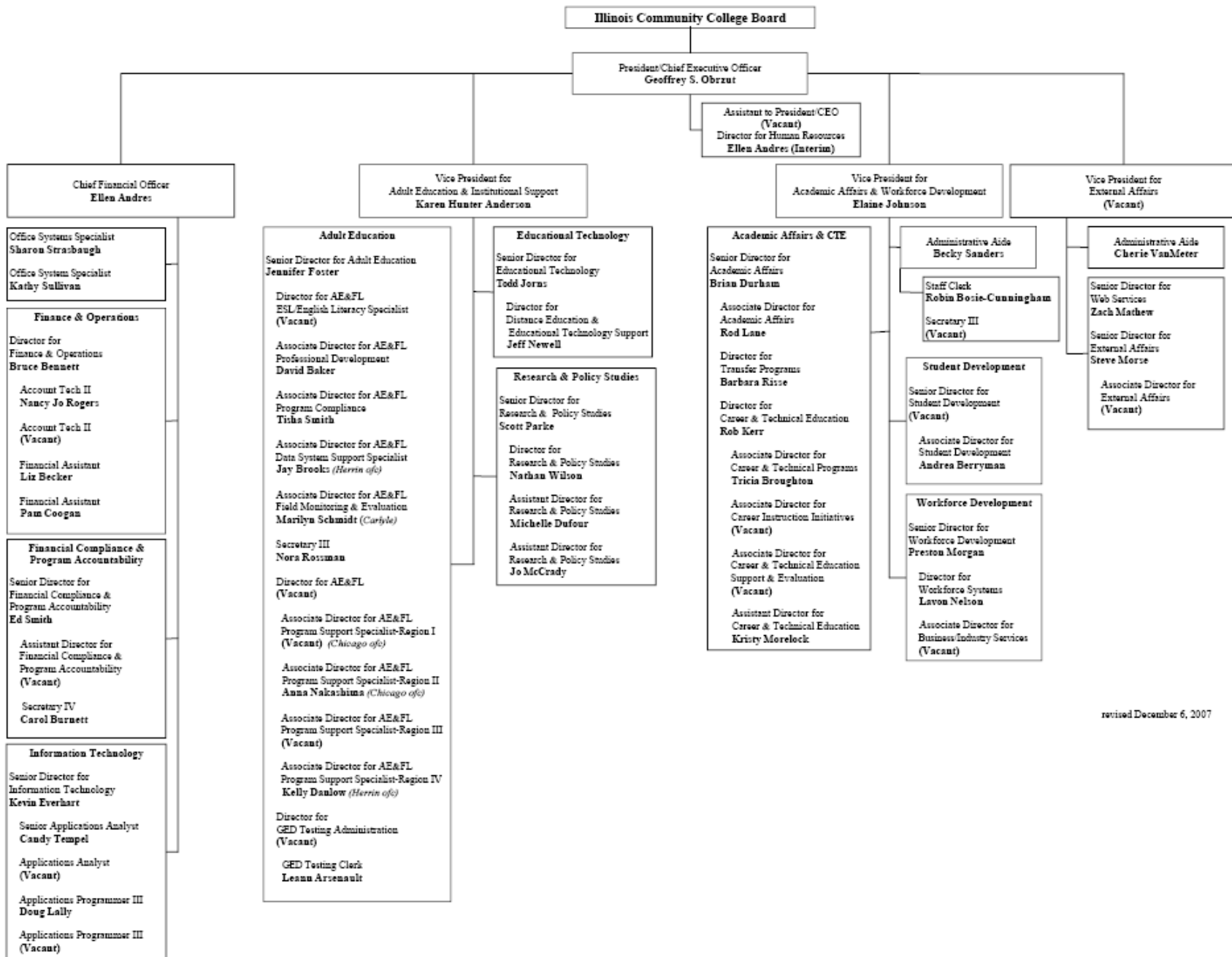
Illinois did not receive a monitoring visit during the past program year, so this section is not applicable.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

ISBE and ICCB have partnered with the Illinois Department of Commerce and Economic Opportunity to have an impact on economic development and workforce development in Illinois. Two occupational sectors have been targeted in which there is a critical skills shortage: engineering and health services. Ten of the Economic Development Regions will seek schools interested in adopting the *Project Lead the Way* curriculum, a pre-engineering curriculum requiring the use of technology and rigorous academic and career and technical education courses in the classroom. Implementation of this curriculum will increase the number of people prepared for careers in the engineering technology cluster. Health services will be promoted in four of the state's regions through career development experiences in grades K-8, as well as special emphasis on health careers at the secondary level in science and career and technical education.

Projects in health-related programs were continued in three economic development regions of the state during FY 2007, with an emphasis on increasing capacity in nursing programs through flexible scheduling options, online instruction, and partnerships with hospitals and other medical facilities. Colleges are also developing pilot programs in transportation/warehousing/logistics, another identified area of critical skills shortage in Illinois.





revised December 6, 2007

CAR ATTACHMENTS BEGIN

FISCAL YEAR 2008 CARL D. PERKINS Career and Technical Education Improvement Act of 2006 Grant Guidelines

Special Note: Regional system reporting requirements may be altered as a result of the State's negotiations in this transition year. Those changes will be communicated as soon as they are identified.

PREFACE

The Illinois State Board of Education adopted a Leadership Reform Agenda to which it will give particular emphasis over the next few years. Each of the Board's strategic commitments builds toward the Board's vision of "Standards-Based Excellence for Every Learner." Within that agenda, various commitments address

- ◆ Learning standards for educational excellence;
- ◆ State assessments and promotion of local assessment practices;
- ◆ Improved local and state accountability;
- ◆ Ongoing professional development for instructional staff;
- ◆ Improved achievement of all students, including those at risk of academic failure; and
- ◆ Integrated educational opportunities linking K-16 school experiences to future career goals.

Each effort or initiative pursued by ISBE will continually focus on that vision to assure alignment of all efforts. *The connecting thread for all activities is the Illinois Learning Standards.* During their development, the need to link them to preparation for work was acknowledged. "Workplace preparation is an important purpose of schooling. The Illinois Learning Standards incorporate knowledge and skills that will help enable students to be successful in the workplace of their choice, as well as in their roles as citizens, family members and participants in our society. The Illinois Learning Standards also create opportunities to integrate the academics and workplace knowledge and skills, and learning opportunities to enhance students' ability to see connections between what is learned and practical application of that learning." (Philosophy behind the Illinois Learning Standards, *Illinois Learning Standards, July 1997.*)

Perkins funds are distributed to all unit and high school districts through the Education for Employment Regional Delivery Systems. The new legislation requires that each district provide valid and reliable information about student participation in career and technical education. This information will be related to the performance indicators identified by Congress required in the transition year. The level of funding that Illinois and individual districts will receive in the future depends on our ability to meet Illinois' performance targets. As a result, **each district must submit its performance information completely and correctly to ISBE to remain eligible to receive Perkins IV.**

Federal regulation prohibits the expenditure of Perkins IV funds to **supplant** current expenditures, except in limited situations of services to students with disabilities. The intent of federal funds is to **supplement** existing state and local expenditures.

GRANT PURPOSE

The primary purpose of this grant is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs by:

- 1) Strengthening academic and technical skills of students in these programs to meet ILS through preparation for high skill, high wage, or high demand occupations in current or emerging professions;

- 2) promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction;
- 3) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- 4) provide technical assistance to promote leadership, initial preparation, and comprehensive professional development at the local level that improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- 5) Providing services and activities designed to develop, implement, and improve career and technical education;
- 6) providing individuals with opportunities throughout their lifetimes to develop, in conjunctions with other education and training programs, the knowledge and skills needed to keep the United States competitive;

GRANT ALLOCATION

The Perkins Grant allocation is calculated from federal census data with 30% of the total based on the 5-17 year old population and 70% based on the 5-17 year old population below the poverty level unless otherwise instructed by the United States Department of Education. Systems may establish flow through arrangements only with those member districts generating \$15,000 or more in the allocation process. ***A maximum of 5% of the total Perkins Grant allocation (5% of the final, actual grant expenditures) may be used for administrative costs associated with the administration of activities of this grant.***

PLANNING AND REPORTING FORM

Complete the Planning and Reporting Form located in the appendices of the FY2008 Regional Plan. This form incorporates the purpose of Perkins IV and Illinois' Quality Components for Career and Technical Education Systems in regional planning.

GRANT BUDGET FORMS COMPLETION

Workforce Preparation Grant (WPG) software will be provided to Systems for use in completing the required budget forms for this grant. To apply for grant funds, complete and submit one copy of the forms for the planned activities. The "Initial Application" box will be checked on each budget page. When approval from the State Board of Education is received, the "Budget" and "Other" must be approved in WPG. Amendments are required when:

- ◆ the scope of the program is expected to change,
- ◆ changes in other information, i.e. out-of-state travel, staff information,
- ◆ changes in data cells on the Budget Summary and Payment Schedule are increased or decreased by \$1,000 or 20% (whichever is greater),
- ◆ change in payment schedule cells,
- ◆ a budget cell is eliminated,
- ◆ a new budget cell is opened, or
- ◆ Extension of the ending date is needed to complete activities.

All amendment requests must be accompanied by a memo from the system director requesting and explaining reasons for the changes. Chapter 9 – Project and Grant Amendments from the WPG Manual is included as a resource in Appendix A.

Working copies of the grant forms are included in Appendix B. Descriptions of function and object codes for this grant are included in Appendix C.

Based on the System allocation, complete and return the following forms:

- a) Budget Summary and Payment Schedule,
- b) Budget Function and Object Summary,

- c) Budget Information for system allocation, and
- d) Budget Information for site budgets based on system budget entries in function code 4100 and object code 720 for those districts meeting the \$15,000 minimum provisional as required in Perkins legislation.
- e) Summary of Purchased Services if function code 4100 and object codes 311, 314, 319 or 392 are used.

Additional information required on budget forms includes:

1. Any salary expenditure (object code 100s & 300s) in the grant must be recorded on the site budget for the employing entity. Personnel expenditures must all be accompanied by the following information:
 - a) Name (function/object code)
 - b) Position title
 - c) Percent of time employed by the grant
 - d) Salary rate-(actual full salary for employee)

To expedite the review of salary information, include the function and object code numbers in the description in the Other Information column (see example below).

Name: Jane Doe 2120-116
Title: Placement Coordinator
Pct of Time from Grant: 5%
Salary Rate: \$40,980

2. Expenditures budgeted in function/object codes not included in the budget forms and/or listed as "other" must be accompanied by the following information:
 - a) Object code number
 - b) Object Code Description
 - c) Amount budgeted
 - d) Description of proposed expenditure, including function/object code

To expedite the review of other expenditures, include the function and object code numbers in the description in the Other Information column (see example below).

Object Code: 339
Object Desc. Other Transportation Services
Amount Budgeted: \$1,300
Description of Expenditure: 1000-339 Nontraditional Career field-trip.

BUDGET CLARIFICATION

1. District Budgets

A local district must have generated a minimum of \$15,000 through the grant formula to be eligible to have funds transferred from the system budget. If the regional system transfers all or a portion of the grant to member districts (according to the \$15,000 minimum provision), a set of budget forms applicable to that district must also be completed and submitted. *All grant guidelines and fiscal accountability requirements apply to transit budgets, as well as to the system budget.*

2. Salaried Staff

The following information must be provided if salaries (object code 100s or 300s) are used:

- a. Staff Person's Name (Function/object code)
- b. Position title
- c. Percent of Time from the grant
- d. Salary Rate

3. Travel

The funded agency will be reimbursed at the rate established by local board policy. Prior approval for out-of-state travel is required at least 30 days in advance of the travel date when more than one person from the EFE Region is requested to attend the same out-of-state function.

Prior approval is NOT required when one person is attending the function through a specific funding source. The following information is requested for each individual when multiple attendance is requested:

- a. Function Attending
- b. Number of Travelers
- c. Projected Cost
- d. Date(s) of Travel
- e. Benefit to Project

4. **Equipment**

All equipment over \$500 per item must be recorded and inventoried. Instructional equipment is defined as equipment used by students to learn and meet standards and tasks for the occupations making up the CTE quality instructional program and should be recorded on the budget in Function 1000 - Instruction. General classroom furniture, equipment and any physical plant modifications are the responsibility of the local districts. For budgeting purposes only, the following object codes will be used to differentiate on the budget forms between equipment costing more or less than \$500: object codes 541, 542, or 543 will be used for equipment costing \$500 or more; object code 400 (supplies and materials) will be used for equipment costing less than \$500. See Section 4 of the Financial Management Handbook for details.

5. **Payment Guidelines**

The Illinois State Board of Education operates on a current funding basis. Funds forwarded to the system are based on an estimation of expenses during the specified payment period. **Payment requests for this grant must be identified in monthly increments.** *To ensure an uninterrupted flow of funds, payments requested on the budget payment schedule must be distributed across the fiscal year according to how the expenditures are expected to be made. Salaries and fringe benefits are expended in equal intervals; they should be projected in this manner. Equipment, supplies, contracted services and in-service activities should have the payment requested in the month for which the expenditure is anticipated. Expenditure reports showing cash on hand will cause subsequent payments to be frozen.* Routine expenditure reports are required to maintain the payment schedule.

6. **Other Expenditures**

The following information must be provided if expenditure object codes other than those listed on the Budget Information forms are added to the grant application budget:

- a. Description of Proposed Expenditure
- b. Function/Object Code Number
- c. Function/Object Code Name

SUBMISSION, REVIEW, AND APPROVAL

All budget forms are to be submitted in Section 3 of the Regional Plan due **April 30, 2007**. This due date must be met to ensure timely approval of the budget by July 1.

A checklist is included in Appendix D to assist System Directors in their final review of new grants, and subsequent amendments, prior to submission to ISBE. Following the checklist will help reduce review and approval time at ISBE by ensuring that all grant and amendment submissions are complete and accurate. The checklist is for local use only and need not be included with the grant or amendment submission.

The grant will be approved based on a review of the budget forms in relation to the Planning and Reporting Form. Expenditures against the grant may not begin before receipt of grant approval and the official start date of the grant.

Routine electronic expenditure reports are required to be filed with ISBE. They are completed and filed through the ISBE Web Application Security (IWAS) system.

Contact the Career Development Division at 217/782-4620 with any questions or requests.

ACCOUNTABILITY

The System must maintain records to identify the source and use of funds provided through this grant. It must account for all cash, property and other assets acquired with grant funds. All equipment over \$500 per item must be recorded and inventoried. For additional information on grant management and accountability, refer to the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures booklet. It is available from the State Board's Funding and Disbursements Division or via the web at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf.

Equal and fair consideration, regardless of race, color, national origin, age, sex, or handicap, must be given in the selection of personnel, advisory and steering committee members, and in the selection of personnel for other activities of this grant. Additionally, all products developed from this grant source must be free of sex-biased language and graphics and comply with Section 511 of P.L. 101-166 (the "Stevens Amendment").

APPENDICES

Appendix A: WPG Chapter 9: Project and Grant Amendments

Appendix B: Grant Budget Pages

Appendix C: Function and Object Codes

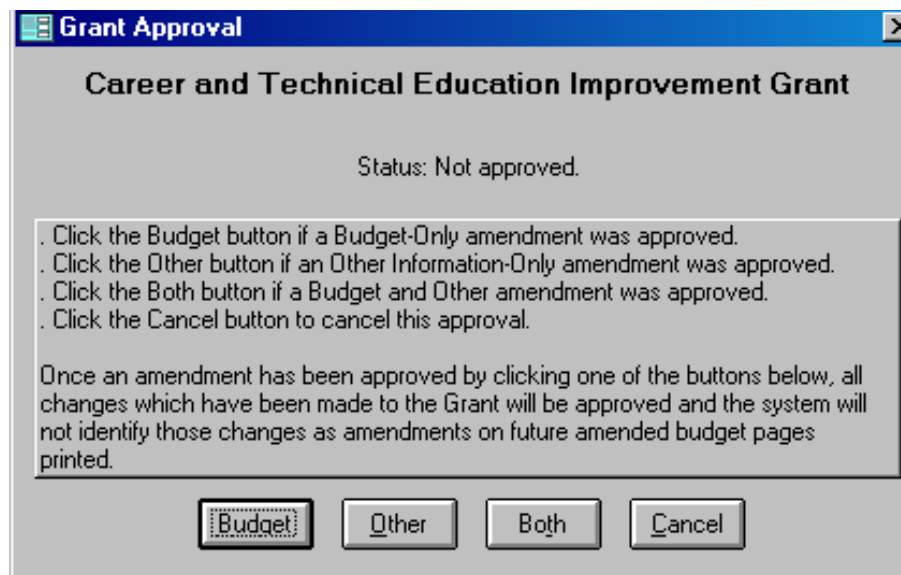
Appendix D: Perkins IV Grant Review Checklist

Chapter 9: Project and Grant Amendments

The WPG software facilitates amendments to Grants. The **APPROVE** button in the upper right corner of the main Grant form is used to control the amendment process.

The **APPROVE** button is critical to make the amendment process work properly. When State Board approved Grants are returned they must be reviewed for any changes that may have been made during the approval process. All changes should be made to the Grant in the WPG software. After the changes have been made, click on the **APPROVE** button. The **APPROVE** button should not be used on any Grant which has not been approved by the State Board.

When the **APPROVE** button is clicked the following screen appears that allows approvals to be recorded:



Clicking the **BUDGET** button records all budget information as approved. Clicking the **OTHER** button records all other information as approved. Clicking the **BOTH** button records both at the same time. The **CANCEL** button is used to exit this screen without taking any action. A change to a payment schedule amount is considered a "Budget" type amendment.

The **BOTH** button should be used when the approved Grant is received from the State Board. As stated above, this allows all future transactions to be assessed to determine if an amendment is required. This process will return the user to the main Grant form.

The process described above must be followed for each transit budget that has been developed by secondary regional systems. Each transit entity is treated as a separate budget.

When proposed budget changes are made the software assesses the magnitude of the change compared to what has last been approved. A budget amendment is required when any cell on the Budget Summary and Payment schedule is altered by 20% or \$1,000 (whichever is greater) and/or if changes are made to the payment schedule. This applies to both increases and decreases in any cell. A cell is defined as any object code category (100, 200, 300, etc.) within a function code. A budget amendment is also required if any payment schedule amount is changed.

Any change made to "Other Information" (out-of-state travel, other staff information, etc.) requires an amendment.

The pages that have been changed should be printed and forwarded to the proper State Board contract administrator for review and approval. Submit all budget pages when changes are made. The "Other

Information" is included with budget information on detail budget pages. The full page is submitted even though only "Other Information" has been amended. All changes requiring an amendment on each form are noted with an "a" or are printed in bold typeface for easy identification by the reviewer.

A new feature of the software for last year is the instant notification if an amendment is required. The Grant status is always displayed underneath the Grant name while working on a particular Grant. The Grant status will change immediately if changes require an amendment outlined by the above rules. If an amendment is required (budget, other or both), the Grant status will be displayed in bold red indicating what type of amendment is required.

The seven possible statuses for a Grant are listed below:

Not approved

This Grant has not yet been approved.

Budget information approved on date/time

Budget information only has been approved for this Grant.

Other information approved on date/time

Other information only has been approved for this Grant.

Budget and other information approved on date/time

Both budget and other information has been approved for this Grant.

Amendment required for budget

Changes to budget amounts and/or the payment schedule require an amended form be filed to the State Board.

Amendment required for other information

Changes made to other information (out-of-state travel, other staff information) require an amended form be filed to the State Board.

Amendment required for budget and other information

Changes to budget amounts and/or the payment schedule and changes made to other information (out-of-state travel, other staff information) require an amended form be filed to the State Board.

As stated above, all required amendments should be printed and only those forms that are changed should be submitted to the State Board for review and approval. As with all proposed "Other Information" changes the proposed budget changes are also noted with an "a" or are printed in bold typeface for easy identification. No further changes should be made to a specific project or Grant until the submitted proposed amendment has been returned from the State Board.

The same steps are again performed as described above with the original budget. First the forms should be reviewed for any changes by State Board staff. Those changes should be made first. Then click on the "Approve" button. This will "start the clock" again. All future changes will be judged against the most recent approved amendment.

Please also note that all forms that are amended are automatically dated in the upper left corner of each page. This will not happen until the "Approve" button is clicked when the original submittal is recorded. This assists both the user and the State Board to determine the most recent amended forms.

Secondary

- Initial Application
 Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION
 Career Development
 100 North First Street
 Springfield, Illinois 62777-0001

**PERKINS IV GRANT
 Budget Information**

PROJECT NUMBER
AGENCY NAME
EFE NUMBER

FUNCTION AND OBJECT CODES	BUDGET	OTHER INFORMATION	
2100 GUIDANCE SERVICES			
SALARIES			
113 Salaries - Secretary	\$	<p>Please use this space to further explain any of the following items:</p> <p>If salaries are budgeted, provide the staff person's name (including function/object code), title, % of time paid from the grant and salary rate.</p> <p>Describe out-of-state travel requests including function attending, date of travel, benefit to the project, number of travelers, and projected cost.</p> <p>If "Other" expenditures are budgeted, provide a description of the proposed expenditure, including function/object code.</p>	
116 Salaries - Placement Coord.	\$		
Other (specify by object)	\$		
-----	\$		
Subtotal	\$		
EMPLOYEE BENEFITS			
200 Employee Benefits	\$		
Other (specify by object)	\$		
-----	\$		
Subtotal	\$		
PURCHASED SERVICES			
323 Repairs and Maintenance Services	\$		
325 Rentals	\$		
332 Travel	\$		
333 Food-Related Expenditures	\$		
340 Communication - Telephone, Postage	\$		
350 Advertising	\$		
350 Printing and Binding	\$		
360 Workers' and Unemployment Compensation	\$		
391 Photocopying	\$		
Other (specify by object)	\$		
-----	\$		
Subtotal	\$		
SUPPLIES AND MATERIALS			
400 Supplies and Materials	\$		
470 Software	\$		
Other (specify by object)	\$		
-----	\$		
Subtotal	\$		
CAPITAL OUTLAY			
543 Other Equipment	\$		
Other (specify by object)	\$		
-----	\$		
Subtotal	\$		
2100 TOTAL	\$		

Please attach additional pages if necessary.

Secondary

- Initial Application
- Amendment

LEA SUBMISSION DATE

ILLINOIS STATE BOARD OF EDUCATION
 Career Development
 100 North First Street
 Springfield, Illinois 62777-0001

**PERKINS IV GRANT
 Budget Information**

PROJECT NUMBER
AGENCY NAME
SPE NUMBER

FUNCTION AND OBJECT CODES	BUDGET	OTHER INFORMATION
2210 IMPROVEMENT OF INSTRUCTION SERVICES		Please use this space to further explain any of the following items: If salaries are budgeted, provide the staff person's name (including function/object code), title, % of time paid from the grant and salary rate. Describe out-of-state travel requests including function attending, date of travel, benefit to the project, number of travelers, and projected cost. If "Other" expenditures are budgeted, provide a description of the proposed expenditure, including function/object code.
SALARIES		
112 Salaries - Spec. Pops Coord.	\$	
113 Salaries - Secretary	\$	
120 Salaries - Temporary	\$	
130 Overtime Salaries	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
EMPLOYEE BENEFITS		
200 Employee Benefits	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
PURCHASED SERVICES		
314 Prof. Services - Consultants	\$	
319 Other Prof. and Tech Services	\$	
323 Repairs and Maintenance Services	\$	
325 Rentals	\$	
332 Travel	\$	
333 Food-Related Expenditures	\$	
340 Communication - Telephone, Postage	\$	
350 Printing and Binding	\$	
360 Workers' and Unemployment Compensation	\$	
391 Photocopying	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
SUPPLIES AND MATERIALS		
400 Supplies and Materials	\$	
415 Assessment Materials	\$	
Other (specify by object)	\$	
-----	\$	
Subtotal	\$	
2210 TOTAL	\$	

Please attach additional pages if necessary.

Secondary

- Initial Application
- Amendment

DEADLINE DATE

ILLINOIS STATE BOARD OF EDUCATION
 Career Development
 100 North First Street
 Springfield, Illinois 62777-0001

**PERKINS IV GRANT
 Budget Information**

PROJECT NUMBER
AGENCY NAME
EFENUMBER

FUNCTION AND OBJECT CODES	BUDGET	OTHER INFORMATION
2300 GENERAL ADMINISTRATION		Please use this space to further explain any of the following items: If salaries are budgeted, provide the staff person's name (including function/object code), title, % of time paid from the grant and salary rate. Describe out-of-state travel requests including function attending, date of travel, benefit to the project, number of travelers, and projected cost. If "Other" expenditures are budgeted, provide a description of the proposed expenditure, including function/object code.
SALARIES		
111 Salaries - Admin.	\$	
113 Salaries - Secretary	\$	
Other (specify by object)		
_____	\$	
Subtotal	\$	
EMPLOYEE BENEFITS		
200 Employee Benefits	\$	
Other (specify by object)		
_____	\$	
Subtotal	\$	
PURCHASED SERVICES		
323 Repairs and Maintenance Services	\$	
328 Rentals	\$	
332 Travel	\$	
333 Food-Related Expenditures	\$	
340 Communication - Telephone, Postage	\$	
350 Advertising)	\$	
350 Printing and Binding)	\$	
350 Workers' and Unemployment Compensation	\$	
391 Photocopying)	\$	
Other (specify by object)		
_____	\$	
Subtotal	\$	
SUPPLIES AND MATERIALS		
400 Supplies and Materials	\$	
470 Software	\$	
Other (specify by object)		
_____	\$	
Subtotal	\$	
CAPITAL OUTLAY		
543 Other Equipment	\$	
Other (specify by object)		
_____	\$	
Subtotal	\$	
2300 TOTAL	\$	<i>Please attach additional pages if necessary.</i>

B

Secondary

-
- Initial Budget
-
-
- Amendment

LEA SUBMISSION DATE

 ILLINOIS STATE BOARD OF EDUCATION
 Career Development
 100 North First Street
 Springfield, Illinois 62777-0001

ISBE USE ONLY

ISBE APPROVAL DATE

BEGIN

END

PERKINS IV GRANT
 Budget Summary and Payment Schedule

 Use whole dollars only.
 Own Decimal Places, e.g., \$2538.

FISCAL YEAR		SOURCE OF FUNDS CODE		REGION, COUNTY, DISTRICT, TYPE CODE							PAYMENT SCHEDULE							
08		474500									1 July-August (90)							
AGENCY NAME				CONTACT PERSON			TELEPHONE NUMBER											
							()											
Function Number	EXPENDITURE ACCOUNT	SALARIES		EMPLOYEE BENEFITS		PURCHASED SERVICES		SUPPLIES & MATERIALS		CAPITAL OUTLAY**		TRANSFERS		TUITION		TOTAL		
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
		(Ob. 100s)	(Ob. 200s)	(Ob. 300s)	(Ob. 400s)	(Ob. 500s)	(Ob. 600s)	(Ob. 700s)	(Ob. 800s)									
1	1000	Instruction																3 October (92)
3	2120	Guidance Services																4 November (94)
7	2210	Improvement of Instruction Services																6 December (95)
10	2300	General Administration																6 January (95)
13	2520	Fiscal Services*																7 February (97)
15	2540	Operation & Maintenance of Plant Ser.																2 March (98)
22	3000	Community Services																9 April (99)
25	4100	Payments to Other Govt. Units																10 May (99)
28	Total Direct Costs																	11 June (97)
29	Approved Indirect Costs X _____ %																	12 July-August (99)
30	TOTAL BUDGET																	TOTAL \$

* If expenditures are shown, the indirect cost rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay or Facilities Acquisition & Construction Services be included in the indirect cost application.

FUNCTION AND OBJECT CODES

The Workforce Preparation Grant (WPG) software will be provided for use in development and management of this grant. Hard copies of budget forms are included for use as worksheets in budget development. All proposed expenditures are categorized by function and object codes as specified in the *Illinois Program Accounting Manual* which can be located at <http://www.isbe.net/sfms/pdf/ipam.pdf>. The WPG software contains function and object codes generally applicable for this grant. It will allow entries to be added in categories titled "other", if the choices listed do not fit a proposed expenditure. All budget entries coded as "other" must be fully explained and are subject to consultant review and approval.

FUNCTION CODES

Six broad function codes are used to classify all expenditures associated with the Perkins III Grant.

- 1000 "Instruction"** - Instruction provided to develop the knowledge, skills, and attitudes needed for employment in an occupational area. This function includes activities of aides and assistants (i.e., tutors, note takers, interpreters, etc.) to the instructional process.
- 2120 "Guidance Services"** - The salary of a placement coordinator and related placement expenses such as travel, office supplies, telephone, and postage. The provision of guidance counselors and typical guidance activities are local responsibilities and are not supported with Perkins IV funds.
- 2210 "Improvement of Instruction Services"** - Activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the instructional process. To maintain consistency in coding of professional development,
- "function code 2210 shall be used to record and report all professional development expenses. In the event a substitute teacher is needed while the regular [secondary CTE] teacher attends a [CTE] professional development activity, a substitute teacher shall be charged to function 2210. The salary [if charged to the grant] for the regular [CTE] teacher attending the professional development activity shall remain in the 1000 function (Instruction) while all related costs of the activity (i.e., travel, registration fees, etc.) shall be reflected in function 2210. If a regular [CTE] teacher conducts a professional development class above and beyond his or her everyday responsibilities, the stipend paid to that teacher shall be recorded in 2210."
- 2300 "General Administration"** - Activities concerned with establishing and administering policy in connection with operating the LEA.
- 3000 "Community Services"** – Support services reimbursed by the funding agency for participants.
- 4100 "Payments to Other Governmental Units"** - Payments to LEAs for programs and services provided by that LEA.

OBJECT AND SUB-OBJECT CODES

Object codes from the State Board of Education's *Illinois Program Accounting Manual* are provided below and on the budget pages. Any proposed expenditure not covered by this list should be identified by the appropriate object code as listed in the *Illinois Program Accounting Manual* and added where appropriate to the budget.

- 100 "Salaries"** - Amounts paid to permanent, temporary, or substitute employees on the payroll of the LEA. This includes gross salary for personal services rendered while on the payroll of the LEA.
- 111 "Salaries - Administrator/Director"** - Payment for administrator/director who supervises the program and is an employee of the LEA.
- 112 "Salaries - Special Populations Coordinator"** - Payment for coordinator who is an employee of the LEA.

- 113 **"Salaries - Secretary"** - Payment for secretary who works with the administrator, special populations coordinator, or placement coordinator and is an employee of the LEA.
- 114 **"Salaries - Interpreters"** - Payment for interpreters who are employees of the LEA.
- 115 **"Salaries - Tutors and Notetakers"** - Payment for tutors and notetakers who are employees of the LEA.
- 116 **"Salaries - Placement Coordinator"** - Payment for a placement coordinator who is an employee of the LEA.
- 117 **"Salaries - Teacher Aide/Paraprofessional"** - Payment for a teacher aide/paraprofessional who is an employee of the LEA.
- 120 **"Temporary Salaries"** - Full-time, part-time, and prorated portions of the costs for work performed by employees of the LEA who are hired on a temporary or substitute basis to perform work in temporary positions.
- 130 **"Overtime Salaries"** - Amounts paid to employees of the LEA in permanent or temporary positions for work performed in addition to the normal work period for which the employee is compensated under Regular Salaries or Temporary Salaries above.
- 200 **"Employee Benefits"** - Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary, but are over and above. Such payments are fringe benefits, and while not paid directly to the employees, nevertheless are parts of the cost (to the applicable functional areas). These costs apply to the same function number as the cost of the applicable salary. Included are employee benefits such as payments for TRS, IMRF, FICA, Medicare, life insurance, and medical insurance.
- 300 **"Purchased Services"** - Amounts paid for personal services rendered by personnel who are not on the payroll of the LEA, and other services that the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided to assist in obtaining desired results.
- 311 **"Professional Services-Administrative"** - Services provided in support of various policy-making and managerial activities of the LEA. Included would be management consulting activities oriented to general governance and business and financial management of the LEA.
- 314 **"Professional Services-Curriculum/Instructional"** – Services (2210/314) provided in support of instructional programs or activities. Included would be interpreters, tutors, notetakers, teacher aides, paraprofessionals, curriculum improvement services; any other contracted services such as consultants related to the enhancement of the teaching or instructional process; or (4100/314) teacher stipends and substitutes for improvement of instruction.
- 319 **"Other Professional and Technical Services"** - Services that are professional and technical in nature and that have not been classified above such as special populations coordinator, placement coordinator, secretary, and public relations services.
- 323 **"Repairs and Maintenance Services"** - Expenditures for repairs and maintenance services not provided directly by LEA personnel. These include contracts and agreements covering the upkeep of instructional equipment.
- 325 **"Rentals"** - Expenditures for meeting rooms and leasing or renting equipment for both temporary and long-range use of the LEA. These include lease-purchase arrangements and similar rental agreements.

- 332** "Travel" - Expenditures for transportation, meals, hotel, and other expenses associated with traveling or business for the LEA. Payments for "per diem" in lieu of reimbursement for subsistence (room and board) also are charged here.
- 333** "Food-Related Expenditures" - Expenditures for food-related expenses related to staff development, curriculum development and business and industry advisory functions, whose outcomes directly impact programs and services supported with Perkins IV grant funds.
- 339** "Other Transportation Services" - Transportation of students in order to facilitate access to special services such as assessment and testing.
- 340** "Communication" - Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.
- 350** "Advertising" - Expenditures for printed or broadcasted announcements in professional periodicals and newspapers or on radio and television networks related to the operation of grant projects. Costs for professional fees for advertising or public relations services are not recorded here but are charged to professional services.
- 360** "Printing and Binding" - Expenditures for job printing and binding, usually according to specifications of the LEA. This includes the design and printing of forms and posters as well as printing and binding of LEA publications. Preprinted standard forms are not charged here but are recorded under Supplies and Materials.
- 380** "Workers' and Unemployment Compensation" - Expenditures for workers' compensation insurance and unemployment compensation insurance. (Payments for insurance such as health, life, and dental are employee benefits and charged under the "200" Objects - Employee Benefits).
- 391** "Photocopying" - Expenditures for duplicating materials directly related to grant projects.
- 392** "Child Care" – Payments to support child care costs of single parent students while participating in approved secondary CTE programs. This object code should be used only when other community resources are not available, and only for the time necessary for participation in the secondary CTE programs.
- 400** "Supplies and Materials" - Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Equipment with an acquisition cost less than \$500 is recorded here.
- 413** "Student Supplies" - Expenditures made for the purchase of student supplies for economically disadvantaged students.
- 414** "Curriculum/Supplemental Instructional Materials" - Expenditures for materials that supplement the curriculum. Software is included in object 470 below.
- 415** "Assessment Materials" - Expenditures for the purchase of student assessment materials.
- 470** "Software" - Expenditures for the purchase of computer software.

- 500 "Capital Outlay"** - Expenditures for the acquisition of fixed assets or additions to fixed assets. Included are expenditures for initial equipment, additional equipment, and replacement of equipment.
- 541 "Instructional Equipment"** - Tangible, nonexpendable, property (equipment) of a more or less permanent nature which is useful in carrying on the operation of the program or project with a unit cost of \$500 or more. Instructional equipment is that which is used by students to learn and meet standards and tasks for the occupations making up the CTE instructional program. General classroom furniture, equipment and any physical plant modifications are the responsibility of the local district. Equipment with an acquisition cost less than \$500 is recorded under 400 Supplies and Materials.
- 542 "Special Adapted Equipment/Devices"** - Tangible, nonexpendable, property (special equipment or devices) of a more or less permanent nature which assists disabled students to succeed in their program of study with a unit cost of \$500 or more. Equipment with an acquisition cost less than \$500 is recorded under 400 Supplies and Materials.
- 543 "Other Equipment"** - Tangible, nonexpendable, property of a more or less permanent nature used to support administrative services with a unit cost of \$500 or more. Equipment with an acquisition cost less than \$500 is under 400 Supplies and Materials.
- 700 "Transfers"** - This object category does not represent a purchase; rather, it shows that funds have been transferred in some manner. Included here are transactions for moving money from one fund to another and for transmitting flow-through funds to another LEA.
- 720 "Transits"** - Regional systems may opt to transfer funds to a member district to facilitate fiscal accountability and management. Each such transfer requires that a local budget be submitted as part of the grant application. All activities and expenditures at the local level must coincide with the regional planning decisions. The district, as a condition of receiving a transfer, agrees to comply with regional decisions and to submit all required information in a timely manner in order to ascertain progress towards the regional and state goals. Failure to meet these conditions would jeopardize future transfers.
- 800 "Tuition"** – Expenditures to support the cost of providing CTE educational programs to single parent students. For secondary students in approved CTE instructional programs, the student's school district is required to cover tuition and transportation costs (see 105 ILSC 5/10-22.22).

PERKINS GRANT REVIEW CHECKLIST

This checklist is being provided to assist System Directors in their final review of new grants, and subsequent amendments, prior to submission to ISBE. Following the checklist will help reduce review and approval time at ISBE by ensuring that all grant and amendment submissions are complete and accurate. The checklist is for local use only and need not be included with the grant or amendment submission. Be sure to follow the steps outlined in the grant booklets and WPG software directions for recording approval of initial applications and amendments in the WPG.

- Planning and Reporting Form for Perkins IV and CTEI address' all seven Quality Components of a CTE System
- System budget summary & payment schedule complete
- System budget function & object summary complete
- System budget information pages complete
- District budget information pages complete (if 4100-700 used)
- Summary of Purchased Services complete (if 4100-311, 314, 319 or 392 used)
- Check that allocation matches budget, payment schedule, and budget function and object summary
- Check project number for accuracy
- Review System budget for appropriateness
- Verify eligibility of transit budgets (did they generate \$15,000)
- Review District budget(s) for appropriateness
- Check administrative expenditures vs. 5% admin cap
- Review payment schedule for appropriateness
- Include for salary information (100's and 300's)
 - Staff person's name (including function and object code)
 - Job title
 - % of time
 - Salary rate
- Include explanation of "Other" expenditures
 - Function/object code number
 - Function/object code name
 - Description of expected purpose
- Include Out of State request information
 - Function attending
 - Date of travel
 - Benefit to project
 - Number of travelers
 - Salary rate

FISCAL YEAR 2008

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY ACT OF 1998 GRANT

Special Note: Due to the third year extension of Perkins III by the federal government, the current CTE Regional Plan will also be extended one more year with no substantial changes anticipated

PREFACE

The Illinois State Board of Education adopted a Leadership Reform Agenda to which it will give particular emphasis over the next few years. Each of the Board's strategic commitments builds toward the Board's vision of "Standards-Based Excellence for Every Learner." Within that agenda, various commitments address

- ◆ Learning standards for educational excellence;
- ◆ State assessments and promotion of local assessment practices;
- ◆ Improved local and state accountability;
- ◆ Ongoing professional development for instructional staff;
- ◆ Improved achievement of all students, including those at risk of academic failure; and
- ◆ Integrated educational opportunities linking K-16 school experiences to future career goals.

Each effort or initiative pursued by ISBE will continually focus on that vision to assure alignment of all efforts. *The connecting thread for all activities is the Illinois Learning Standards.* During their development, the need to link them to preparation for work was acknowledged. "Workplace preparation is an important purpose of schooling. The Illinois Learning Standards incorporate knowledge and skills that will help enable students to be successful in the workplace of their choice, as well as in their roles as citizens, family members and participants in our society. The Illinois Learning Standards also create opportunities to integrate the academics and workplace knowledge and skills, and learning opportunities to enhance students' ability to see connections between what is a learned and practical application of that learning." (Philosophy behind the Illinois Learning Standards, *Illinois Learning Standards, July 1997.*)

Perkins funds are distributed to all unit and high school districts through the Education for Employment Regional Delivery Systems. While the new legislation directs a greater portion of total funds to local districts, it also requires that each district provide valid and reliable information about student participation in career and technical education. This information will be related to the four performance indicators identified by Congress. The level of funding that Illinois and individual districts will receive in the future depends on our ability to meet Illinois' performance targets. As a result, **each district must submit its performance information completely and correctly to ISBE to remain eligible to receive Perkins and other career and technical education funds.**

GRANT PURPOSE

Federal regulation prohibits the expenditure of Perkins III funds to **supplant** current expenditures, except in limited situations of services to students with disabilities. The intent of federal funds is to **supplement** existing state and local expenditures.

The primary purpose of this grant is to support career and technical education programs that:

- 1) strengthen academic and technical skills of students in these programs;

- 2) provide students with strong experience and understanding of all aspects of an industry;
- 3) develop, improve or expand the use of technology in career and technical education programs;
- 4) provide professional development to teachers, counselors and administrators;
- 5) develop and implement program evaluation;
- 6) initiate, improve, expand and modernize programs;
- 7) provide services and activities that are of sufficient size, scope and quality to be effective; and
- 8) link secondary and postsecondary career and technical education.

Decisions to support individual programs with state funds and Perkins funds should be based on where improvement is most needed. Expenditures should focus on activities that can impact the greatest number of students and/or provide the greatest overall improvement. Targeting the expenditure of Perkins funds to programs that have high incidents of special populations students is no longer required. However, providing services to those students most at risk is an excellent way of showing substantial increases in student performance. (Note: the definition of “special populations” has changed from the previous Perkins Act.)

GRANT ALLOCATION

The Perkins Grant allocation is calculated from federal census data with 30% of the total based on the 5-17 year old population and 70% based on the 5-17 year old population below the poverty level unless otherwise instructed by the United States Department of Education. Systems may establish flow through arrangements only with those member districts generating \$15,000 or more in the allocation process. ***A maximum of 5% of the total Perkins Grant allocation (or 5% of the final, actual grant expenditures) may be used for administrative costs associated with the administration of activities of this grant.***

GRANT FORMS COMPLETION

Workforce Preparation Grant (WPG) software will be provided to Systems for use in completing the required budget forms for this grant. To apply for grant funds, complete and submit one copy of the forms for the planned activities. The “Initial Application” box will be checked on each budget page. When approval from the State Board of Education is received, the “Budget” and “Other” must be approved in WPG. Amendments are required when:

- ◆ the scope of the program is expected to change,
- ◆ changes in other information, i.e. out-of-state travel, staff information,
- ◆ changes in data cells on the Budget Summary and Payment Schedule are increased or decreased by \$1,000 or 20% (whichever is greater),
- ◆ change in payment schedule cells,
- ◆ a budget cell is eliminated,
- ◆ a new budget cell is opened, or
- ◆ extension of the ending date is needed to complete activities.

All amendment requests must be accompanied by a memo from the system director requesting and explaining reasons for the changes. Chapter 9 – Project and Grant Amendments from the WPG Manual is included as a resource in Appendix A.

Working copies of the grant forms are included in Appendix B. Descriptions of function and object codes for this grant are included in Appendix C.

Based on the System allocation, complete and return the following forms:

- a) Budget Summary and Payment Schedule,
- b) Budget Function and Object Summary,
- c) Budget Information for system allocation, and
- d) Budget Information for site budgets based on system budget entries in function code 4100 and object code 720 for those districts meeting the \$15,000 minimum provisional as required in Perkins legislation.
- e) Summary of Purchased Services if function code 4100 and object codes 311, 314, 319 or 392 are used.

Additional information required on budget forms includes:

- 1. Any salary expenditure (object code 100s & 300s) in the grant must be recorded on the site budget for the employing entity. Personnel expenditures must all be accompanied by the following information:
 - e) Name (function/object code)
 - f) Position title
 - g) Percent of time employed by the grant
 - h) Salary rate
- 2. Expenditures budgeted in function/object codes not included in the budget forms and/or listed as "other" must be accompanied by the following information:
 - e) Function/object code number
 - f) Function/object code name
 - g) Description of expected purpose

To expedite the review of salary information and other expenditures, include the function and object code numbers in the description in the Other Information column (see examples on next page).

<p>Name: Jane Doe 2120-116 Title: Placement Coordinator Pct of Time 20% from Grant: Salary Rate: \$40,980</p>	<p>Object Code: 339 Object Desc. Other Transportation Services Amount Budgeted: \$1,300 Description of Expenditure: 1000-339 Career dev field-trip.</p>
--	---

BUDGET CLARIFICATION

- 1. District Budgets
 A local district must have generated a minimum of \$15,000 through the grant formula to be eligible to have funds transferred from the system budget. The amount of transfer must be equal to or greater than \$15,000. If the regional system transfers all or a portion of the grant to member districts (according to the \$15,000 minimum provision), a set of budget forms applicable to that district must also be completed and submitted. *All grant*

guidelines and fiscal accountability requirements apply to transit budgets, as well as to the system budget.

2. Salaried Staff

The following information must be provided if salaries (object code 100s or 300s) are used:

- | | |
|--------------------------------|--------------------|
| a. Name (function/object code) | c. Percent of Time |
| b. Position Title | d. Salary Rate |

3. Travel

The funded agency will be reimbursed at the rate established by local board policy. Prior approval for out-of-state travel is required at least 30 days in advance of the travel date when more than one person is requested to attend the same out-of-state function. Prior approval is NOT required when one person is attending the function through a specific funding source. The following information is requested for each individual when multiple attendance is requested:

- | | |
|-----------------------|------------------------|
| a. Traveler's Name | d. Date(s) of Function |
| b. Position | e. Benefit to Grant |
| c. Function Attending | f. Projected Cost |

4. Equipment

All equipment over \$500 per item must be recorded and inventoried. Instructional equipment is defined as equipment used by students to learn and meet standards and tasks for the occupations making up the CTE quality instructional program and should be recorded on the budget in Function 1000 - Instruction. General classroom furniture, equipment and any physical plant modifications are the responsibility of the local districts. For budgeting purposes only, the following object codes will be used to differentiate on the budget forms between equipment costing more or less than \$500: object codes 541, 542, or 543 will be used for equipment costing \$500 or more; object code 400 (supplies and materials) will be used for equipment costing less than \$500. See Section 4 of the Financial Management Handbook for details.

5. Payment Guidelines

The Illinois State Board of Education operates on a current funding basis. Funds forwarded to the system are based on an estimation of expenses during the specified payment period. **Payment requests for this grant must be identified in monthly increments.** *To ensure an uninterrupted flow of funds, payments requested on the budget payment schedule must be distributed across the fiscal year according to how the expenditures are expected to be made. Salaries and fringe benefits are expended in equal intervals; they should be projected in this manner. Equipment, supplies, contracted services and inservice activities should have the payment requested in the month for which the expenditure is anticipated. Expenditure reports showing cash on hand will cause subsequent payments to be frozen.* Four quarterly expenditure reports are required to maintain the payment schedule.

6. Other Expenditures

The following information must be provided if expenditure object codes other than those listed on the Budget Information forms are added to the grant application budget:

- Function/Object Code Number
- Function/Object Code Name
- Description of Proposed Expenditure

SUBMISSION, REVIEW AND APPROVAL

All budget forms are to be submitted in Section 3 of the Secondary CTE Plan Update due **April 28, 2007**. This due date must be met to ensure timely approval of the budget by July 1.

A checklist is included in Appendix D to assist System Directors in their final review of new grants, and subsequent amendments, prior to submission to ISBE. Following the checklist will help reduce review and approval time at ISBE by ensuring that all grant and amendment submissions are complete and accurate. The checklist is for local use only and need not be included with the grant or amendment submission.

The grant will be approved based on a review of the budget forms in relation to the Plan Update. Expenditures against the grant may not begin before receipt of grant approval and the official start date of the grant.

Quarterly electronic expenditure reports are required to be filed with ISBE. They are completed and filed through the ISBE Web Application Security (IWAS) system.

Contact the Career Development Division at 217/782-4620 with any questions or requests.

ACCOUNTABILITY

The System must maintain records to identify the source and use of funds provided through this grant. It must account for all cash, property and other assets acquired with grant funds. All equipment over \$500 per item must be recorded and inventoried. For additional information on grant management and accountability, refer to the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures booklet. It is available from the State Board's Funding and Disbursements Division or via the web at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf

Equal and fair consideration, regardless of race, color, national origin, age, sex, or handicap, must be given in the selection of personnel, advisory and steering committee members, and in the selection of personnel for other activities of this grant. Additionally, all products developed from this grant source must be free of sex-biased language and graphics.

FISCAL YEAR 2008 REGIONAL PLAN

INTRODUCTION

Special Note: Regional system reporting requirements may be altered as a result of the State's negotiations for the Perkins IV transition planning. Those changes will be communicated as soon as they are identified.

State and national initiatives provide a common direction for the development of the Secondary Career and Technical Education Perkins IV and Illinois Career and Technical Education Improvement grants. This common direction comes primarily from:

- 1) adoption of Illinois Learning Standards in 1997;
- 2) passage of Illinois' Occupational Skill Standards Act in 1992
- 3) adoption of the Illinois State Board of Education (ISBE) Leadership Reform Agenda 1997-2000 (revised in January 1999); and
- 4) passage of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

All these initiatives are standards-led and outcome-focused. Their compatibility encourages comprehensive, system-wide planning toward a unified purpose--development of a performance-based system that will more fully develop the academic as well as the career and technical skills of students who elect to enroll in career and technical education (CTE) programs.

As a result of the shared focus of state and federal initiatives, the grants will:

- ◆ expand local/regional flexibility for planning, delivery and support of career and technical education programs;
- ◆ increase local/regional responsibility for program quality;
- ◆ enhance accountability for use of state and federal funds; and
- ◆ improve continuity with other ISBE activities and initiatives.

The grants must be developed according to the directions in these Guidelines. They shall be comprised of the required Planning and Reporting Form and budgetary information. They will be submitted to ISBE according to the schedule outlined and described in this regional plan.

Perkins funds are distributed to all unit and high school districts through the Education for Employment Regional Delivery Systems. While this legislation directs a greater portion of total funds to local districts, it also requires that each district provide valid and reliable information about student participation in career and technical education. This information will be related to the performance indicators identified by Congress. The level of funding that Illinois' individual districts will receive in the future depends on our ability to meet Illinois' performance targets. As a result, **each district must submit through the regional system its performance information completely and correctly to ISBE to remain eligible to receive Perkins IV.**

SUBMISSION DATES

Submission dates for each section are provided on the subsequent pages. **These due dates must be met to ensure timely approval of the programs and budgets.** Grant applications received after the due date cannot be guaranteed approval by July 1. **Expenditures may not begin until approval is received.** Other identified required components must be kept updated and on file locally.

APRIL 30, 2007

Section 3 - Grant Applications

- 3.1 Planning and Reporting Form for FY2008 Perkins IV & Career and Technical Education Improvement Grants – Planning for FY2008
- 3.2 Career & Technical Education Improvement Grant
- 3.3 Carl D. Perkins Career and Technical Education Improvement Act 2006

Section 4 - Career and Technical Education Instructional Programs

- 4.1 Updated Secondary Career and Technical Instructional Programs
- 4.2 Updated Adult Career and Technical Instructional Programs
- 4.3 Updated Specialized Secondary Career and Technical Instructional Programs
- 4.4 Five Year Rotation Schedule for CTE Program Review and Revision

Section 5 - Assurances and Certification

- 5.1 Certification and Assurances, and Standard Terms of the Grant
- 5.2 Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions
- 5.3 Certification Regarding Lobbying
- 5.4 Submission Form/Grant Agreement for CTEI and Perkins IV Grants
- 5.5 Regional Education for Employment Plan Assurance

JUNE 29, 2007

- 3.4 Agricultural Education Incentive Funding Grant Applications Online Completion (Refer to the grant packet for full instructions and timelines.)

SEPTEMBER 28, 2007

Section 1 - General System and Personnel Information

- 1.2 System Personnel Information
- 1.3 Participating District Information

Section 2 - Secondary Career and Technical Education System Planning and Accountability

- 2.1 Secondary Career and Technical Education Strategies for Improving Performance Forms
- 2.2 FY2007 Consolidated Annual Report

Section 3 - Grant Applications

3.5 Agricultural Education Incentive Funding Grant Budgets are due to FCAE field Advisor by September 14, 2007 for their submission to ISBE by September 28, 2007.

Note: CTE Improvement Planning and Reporting Form—Outcome Reporting for FY2007

SECTION 1

GENERAL INFORMATION

DUE: SEPTEMBER 28, 2007

All Section 1 information should be updated as appropriate.

Submission Required Preprinted lists of system personnel and participating district addresses will be provided by the Illinois State Board of Education (ISBE). These lists should be reviewed, information verified and returned to ISBE by September 28, 2007. (Sections 1.2 and 1.3).

Update and Maintain Locally Current cooperative/intergovernmental agreements, AVC joint agreements and instructional personnel must be maintained in the system office. The pre-printed lists of instructional personnel are to be maintained at the System office. Any miscoding should be clarified with the school for correction in the next year's Teacher Service Record file submission. Submission to ISBE is not necessary.

SECTION 2

SECONDARY EDUCATION FOR EMPLOYMENT SYSTEM PLANNING AND ACCOUNTABILITY

DUE: September 28, 2007

Submission Required Reporting requirements for improving student performance on the core indicators may be adjusted for FY2008 as a result of the State's negotiations for Perkins IV transition planning. Systems that "met" or "exceeded" their Annual Adjusted Level of Performance (AALP) will have minimal reporting requirements. Systems that "did not meet" their AALP will be required to report their improvement strategies. Those systems will need to show a direct link between Perkins expenditures and the core indicators where student performance "did not meet" the AALP. Directions for reporting requirements will be disseminated in time to complete and return responses to ISBE by the September 28, 2007 deadline. *Since data are no longer available for 1S2 - Occupational Skill Attainment, briefly describe, on a separate page, FY2008 system activities that will support student improvement in workplace skills.*

Submission Required FY2007 Consolidated Annual Report, located in Appendix C, will document successful implementation of Perkins grant supported improvement strategies by the system. It is to be submitted in September for activities completed in the previous fiscal year.

SECTION 3

GRANT APPLICATIONS

The FY2008 Grant Proposals will be submitted. All plan assurances will be applicable to these grants.

DUE: APRIL 30, 2007

Submission Required for Funding FY2008 Planning and Reporting Form for Perkins IV and Career & Technical Education Improvement Grants (Appendix A)
Career & Technical Education Improvement Grant
Carl D. Perkins Career and Technical Education Improvement Act 2006 Grant

DUE: JUNE 29, 2007

Submission Required for Funding Agricultural Education Incentive Funding Grant Applications online submission (Refer to the grant packet for full instructions and timelines.)

DUE: NO LATER THAN SEPTEMBER 28, 2007

Submission Required for Funding Agricultural Education Incentive Funding Grant Budgets are due to FCAE Field Advisor by September 14, 2007 and from Field Advisor to ISBE no later than September 28, 2007. The budget summary and payment schedule will be generated at ISBE. **Note:** Education for Employment Regional Delivery Systems will be notified of allocations no later than August 15, 2007.

CTE Improvement Grant Planning and Reporting Form Outcomes—Reporting for FY2007

SECTION 4

CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL PROGRAMS

DUE: APRIL 30, 2007

Submission Required This section of the Regional Plan communicates program and course offerings and their delivery. Program changes (Sections 4.1, 4.2, 4.3) must be submitted annually to ISBE (forms are located in Appendix D). **The accuracy of this portion of the plan is critical.** The instructional offerings described in this section are the basis for approval and funding of career and technical education programs; they form the instructional and financial foundation for other grants and initiatives. **Please submit a five year rotation plan for the review and revision of all CTE instructional programs. Under each fiscal year, include the CIP code, number of teacher meetings held, and results. See Appendix E for sample format. This report shall update and expand upon the one submitted for FY2007.** Changes will be incorporated in the Regional Data file sent from ISBE. Discrepancies must be reconciled within thirty days of the receipt of the approval. All changes must be submitted before the start of instruction.

**Update and
Maintain
Locally**

Copies of all program-specific contracts and articulation agreements must be kept on file in the system office.

SECTION 5

ASSURANCES, CERTIFICATIONS, & AGREEMENTS

DUE: APRIL 30, 2007

**Submission
Required**

New assurances, certifications and agreements with original signatures must be submitted for Fiscal Year 2008. These forms are located in Appendix F. **Note:** Systems applying for the FY2008 Incentive Funding Grant for Agricultural Education must complete the Submission Form/Grant Agreement for the Incentive Funding Grant for Agricultural Education which is located in those guidelines and must be submitted under this section.

REGIONAL PLAN SHOULD BE MAILED TO:

**Career Development Division
Illinois State Board of Education
100 North First Street (E-240)
Springfield, IL 62777-0001**

APPENDICES

Appendix A: Planning and Reporting for FY2008 Perkins IV and Career & Technical Education Improvement Grants

- ◆ Planning and Reporting Form
- ◆ Quality Components of CTE Systems

Appendix B: Strategies for Improving Performance

Appendix C: FY2007 Consolidated Annual Report Form

Appendix D: Program/Course Change Forms

- ◆ Part I – Changes to Existing Schools, Courses, etc.
- ◆ Part II – Changes to Existing Course Data Elements
- ◆ Request for New Regional Courses

Appendix E: Five Year Rotation Schedule for CTE Program Review and Revision

Appendix F: Assurances, Certifications, and Agreements

- ◆ Certification and Assurances, and Standard Terms of the Grant
- ◆ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions
- ◆ Certification Regarding Lobbying
- ◆ Submission Form/Grant Agreement for CTEI and Perkins IV Grants
- ◆ Regional Education for Employment Plan Assurance

APPENDICES

STRATEGIES FOR IMPROVING PERFORMANCE

FY2006 CONSOLIDATED ANNUAL REPORT FORM

PROGRAM/COURSE CHANGE FORMS

FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION

ASSURANCES

Certification and Assurances, and Standard Terms of the Grant

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower
Tier Covered Transactions

Certification Regarding Lobbying

Submission Form/Grant Agreement for the CTEI and Perkins III Grants

Regional Education for Employment Plan Assurance

SYSTEM NAME	EFE #	GRADE LEVEL (Check grade levels addressed by activities on this page)
		<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School/Jr. High <input type="checkbox"/> High School

QUALITY COMPONENTS OF A CTE SYSTEM

- | | | |
|------------------------------------|---|---------------------|
| 1. Education Community Involvement | 4. Adjusted Level of Performance | 7. Program of Study |
| 2. Career Development | 5. Professional Development | |
| 3. Student Support Services | 6. Integration of Academic & CTE Components | |

PLANNING FORM DUE APRIL 30, 2007

Complete this form as a part of the FY2008 Perkins IV and Career & Technical Education Improvement (CTEI) grant applications. EFE Systems may submit a separate Planning and Reporting Form for Perkins IV and Career and Technical Education Improvement Grants or submit a single Planning and Reporting Form that combines both grants. Use this form to record the activities planned by the System for FY2008 which will address improvement of each of the seven Quality Components of a CTE System. All Quality Components identified above must be addressed. On the form below, include the following information.

- Column 1** Enter the number(s) of the Quality Components that are being addressed by each activity listed in column 2.
- Column 2** List FY2008 system Activities to be conducted for improvement of career and technical education.
- Column 3** Describe the Expected Outcomes for each of the activities in column 2.
- Column 4** Anticipated Budget/Fund Sources that the system expects to use to support the activities, such as Perkins IV grant, CTEI grant, and/or local funds. Note: Funds spent at the K-8 level must be from the elementary portion of the CTEI grant.

Submit completed form to ISBE in Section 3 of the FY2008 Regional Plan.

FY2008 PLANNING AND REPORTING OUTCOMES DUE ON SEPTEMBER 30, 2008 WITH FALL REGIONAL PLAN

- Column 5** At the end of the fiscal year, complete the Outcomes column of the Planning and Reporting form. Include as much quantifiable information as possible related to number and type of individuals involved in the activity, specific products developed, and any measurable outcomes. **Return to ISBE as a part of the fall Regional Plan FY2009.**

COMPONENT(S) # (Column 1)	ACTIVITY (Column 2)	EXPECTED OUTCOMES (Column 3)	ANTICIPATED BUDGET/ FUND SOURCES (Column 4)	OUTCOMES (Column 5)

SYSTEM NAME	EFE #	GRADE LEVEL (Check grade levels addressed by activities on this page)
		<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School/Jr. High <input type="checkbox"/> High School

COMPONENT(S) # (Column 1)	ACTIVITY (Column 2)	EXPECTED OUTCOMES (Column 3)	ANTICIPATED BUDGET/ FUND SOURCES (Column 4)	OUTCOMES (Column 5)

QUALITY COMPONENTS OF CTE SYSTEMS

Listed below are seven Quality Components for CTE Systems. Listed under each component are characteristics that help define the component. This is not an all inclusive list. The intent is to provide guidance to the system in identifying and planning for appropriate activities that may be supported through the Perkins IV and Career & Technical Education Improvement (CTEI) grants.

1. Education Community Involvement

- a) Involving parents, business, labor, community and education leaders to review program scope and quality, technology capacity, information dissemination activities, evaluation methods, and system effectiveness in order to recommend strategies for improvement.
- b) Involving businesses in supporting the delivery of instruction, such as mentoring or internships.
- c) Collaborating with member districts in developing and implementing their School Improvement Plans.
- d) Collaborating with adult training centers, including Community Based Organizations, to coordinate services.
- e) Coordinating with alternative high school programs to serve potential participants.
- f) Coordinating with the school district to ensure that all CTE personnel are appropriately certified and qualified for the positions they hold.

2. Career Development

- a) Providing comprehensive career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.
- b) Providing coordinated K-8 activities that support individual achievement of the Illinois Learning Standards *and* the career development competencies.
- c) Implementing a process for all 8-12 students to develop, and annually revise, a career plan.
- d) Conducting activities that facilitate student transition from middle school/junior high to high school.
- e) Coordinating comprehensive career guidance services, including current career information, for all students.
- f) Developing transition services that provide the knowledge and skills to enable students to transition from high school to postsecondary education and employment.

3. Student Support Services

- a) Developing strategies and activities to prepare and inform CTE students, including special populations, academically and technically for opportunities in postsecondary education including nontraditional occupations and programs.

- b) Providing support services to members of special populations groups to improve successful participation in and completion of CTE programs.
- c) Raising awareness of teachers and counselors to barriers in program recruitment, retention and completion.
- d) Sharing strategies to overcome barriers.

4. Adjusted Level of Performance

- a) Improving and evaluating the performance of CTE students through effective accountability data collection, the reporting of quality data and the evaluation of performance outcomes.
- b) Providing professional development opportunities based on data to improve performance outcomes.

5. Professional Development

- a) Providing comprehensive professional development for career and technical education teachers, faculty, administrators, and career guidance and academic counselors to stay current with all aspects of industry and provide effective programs of study.
- b) Basing professional development activities on secondary CTE performance indicators and content-area requirements.

6. Integration of Academic & CTE Components

- a) Improving the academic and technical skills of students by integrating coherent and rigorous content aligned with challenging academic standards (Illinois Learning Standards) and relevant career and technical education programs.
- b) Revising curricula and instructional methods to meet appropriate state and industry standards.

7. Program of Study

- a) Developing programs of study that align secondary education with postsecondary education that allow students to succeed in postsecondary education
- b) Participating in dual or concurrent enrollment programs and to acquire industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
- c) Developing articulation agreements with postsecondary.
- d) Efficiently delivering programs of study based on regional labor market data.
- e) Ensuring that CTE instruction is supported with state-of-the-art facilities, equipment, technology and supplies.
- f) Including Illinois recognized Career and Technical content-area student organizations in CTE instruction.

SECONDARY CAREER AND TECHNICAL EDUCATION STRATEGIES FOR IMPROVING PERFORMANCE

System Name: _____ **EFE #:** _____

In the space provided for each core indicator, check whether or not the system's most current actual local performance data exceeded, met, or did not meet the local Annual Adjusted Level of Performance (AALP). For each "did not meet", complete Part II of this form by listing 1) the programs by title and 2-digit CIP code that did not meet the AALP; 2) the Special Populations categories that did not meet the AALP; and 3) the major FY2008 strategies that will be used to improve student performance.

PART I

CORE INDICATOR	ANNUAL ADJUSTED LEVEL OF PERFORMANCE		
	Exceeded	Met	Did not Meet
1S1 ACADEMIC SKILL ATTAINMENT (Proxy) Percentage of CTE concentrators attaining a high school diploma.			
1S2 OCCUPATIONAL SKILL ATTAINMENT (Proxy) Percentage of CTE concentrators meeting the state standards for workplace skills as assessed by the Illinois Workplace Skills Assessment. (Data are no longer available to address this indicator. Briefly describe, on a separate page, FY2008 System activities that will support student improvement in workplace skills.)			
2S1 HIGH SCHOOL COMPLETION Percentage of CTE concentrators attaining a high school diploma.			
3S1 PLACEMENT IN EMPLOYMENT AND/OR CONTINUING POSTSECONDARY EDUCATION Percentage of CTE completers (as determined in 2S1) with valid social security numbers who were employed in the 2 nd quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.			
4S1 ENROLLMENT IN PROGRAMS LEADING TO NONTRADITIONAL			

<p>OCCUPATIONS Percentage of students enrolled in CTE programs leading to occupations that are nontraditional for their gender.</p>			
<p>4S2 COMPLETION OF PROGRAMS LEADING TO NONTRADITIONAL OCCUPATIONS Percentage of students who completed CTE programs leading to occupations that are nontraditional for their gender.</p>			

CORE INDICATOR			
	1S1	—	3S1
■	1S2	—	4S1
—	2S1	—	4S2

PART II (duplicate as necessary)

Submit a separate Part II for each Core Indicator that 'DID NOT MEET' local annual adjusted level of performance.

PROGRAMS

List by CIP Code and title the programs not performing at or above the local AALP (review performance data by at least two-digit CIP Code, i.e., 52.0000).

CIP CODE	PROGRAM

SPECIAL POPULATIONS

Check the special populations categories not performing at or above the local AALP (review performance data by individual special population). Currently only local data is available to determine if single parents and displaced homemakers are meeting the local AALP. This local data should be used to assist in identifying activities to assist these special populations groups in meeting the AALP.

- | | |
|---|---|
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Single Parents |
| <input type="checkbox"/> Limited English Proficient | <input type="checkbox"/> Displaced Homemakers |
| <input type="checkbox"/> Academically Disadvantaged | <input type="checkbox"/> Nontraditional |
| <input type="checkbox"/> Economically Disadvantaged | <input type="checkbox"/> |

STRATEGIES

Indicate below all major strategies to be used during FY2008 to increase student attainment of academic skills. Special emphasis should be placed on those programs and/or special populations groups not performing at or above the local AALP. Include the period of time when the strategy will be carried out, the person(s) responsible for completing the strategy and the amount of funding supporting the strategy.

FY2008 STRATEGIES

TIMELINE

**RESPONSIB
LE
PARTY(IES)**

**PERKINS
FUNDING**

FY2008 STRATEGIES	TIMELINE	RESPONSIB LE PARTY(IES)	PERKINS FUNDING

FY2007 Consolidated Annual Report
Due September 28, 2007

FY2007

State's Improvement Strategies

- Integration of academics in Career & Technical Education
- Contextual Learning
- Worksite mentors trained in integration
- All aspects of the industry

System Name: _____

Person Responding: _____

Describe the implementation and success of one or more of the State's improvement strategies.

1. What was the intervention?

2. Who implemented the intervention?

3. How long did the intervention last?

4. How many sites/students/programs were "targeted" for intervention?

Describe the estimated impact of those improvement strategies.

1. What kind of improvement (skills attained/attendance/opportunities/attitude) was observed?

2. How (test scores/student work/cooperation) was it observed?

3. How many people were impacted?

4. What changes should be made if this strategy is tried again?

REQUIRED NEW REGIONAL COURSE DATA

Regional Course ID

List the course identification number assigned by the region. This can contain both alphabetic and numeric data.

Regional Course Title

Identify the course name.

Approval Level

Identify the Approval Level of the course.

- 1 - Training
- 3 - Orientation
- 5 - Adult - Non-Credit Program
- 6 - Adult - Non-Credit Course
- 7 - Adult - Apprenticeship Program
- 8 - Adult Orientation (used only for DHS and DOC)

Semesters to Complete

Identify the course length based on the number of semesters needed to earn full credit for the course.

Credits Per Semester

Identify the Credits Per Semester assigned to the course.

Variable Credit

Identify if the course is Variable Credit and the range.

Instructional Approach

Identify the appropriate Instructional Approach using one of the following codes:

- 1 - Conventional
- 2 - Cooperative Education Program
- 3 - Apprenticeship Program

Double Period

Indicate if the course is eligible for the Double Period funding factor (.3)

CIP(s)

Enter the CIP codes for all program sequences in which this course appears.

Course Offering Schools

List schools offering course - identify on-site or available at other site.

Course Description

Course content description.

Refer to ISIS Help Screen and User Manual for Additional Information

REQUEST FOR NEW REGIONAL COURSES

System Name: _____ **EFE**
#: _____

Complete the following required information for each new course requested.

Regional Course ID	Regional Course Title			
Approval Level <input type="checkbox"/> 3 Orientation <input type="checkbox"/> 1 Training <input type="checkbox"/> 5 Adult – Preparation <input type="checkbox"/> 6 Adult – Orientation <input type="checkbox"/> 7 Apprenticeship <input type="checkbox"/> 8 Only for DHS & DOC	Semesters to Complete	Credits Per Semester	Variable Credit <input type="checkbox"/> Yes <input type="checkbox"/> No	Range of Variable Credit
	Instructional Approach <input type="checkbox"/> 1 – Conventional <input type="checkbox"/> 2 – Cooperative Education Program <input type="checkbox"/> 3 – Apprenticeship Program		Double Period <input type="checkbox"/> Yes <input type="checkbox"/> No	
CIPs:				
Schools: (indicate taught on site [X] or off-site [identify by school name]) <i>Ex. Allentown = X</i> <i>Pillsbury = students travel to Allentown</i>				
Course Description				

Information from this form should NOT BE included on Part I and Part II

ISBE Approval
<input type="checkbox"/> Yes
<input type="checkbox"/> No

FY2008

System Name: _____ EFE #: _____

FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION

Identify below (or using similar format) all additions to the five-year rotation plan for the review and revision of **all** of the System's career and technical education instructional programs that were submitted in FY2007.

If the System's review cycle is completed, include the anticipated order of the next cycle. Include the appropriate information for those meetings held before FY2008.

Rotation Cycle: Fiscal Year _____ through _____ Next Rotation Cycle: Fiscal Year _____ through _____

	Fiscal Year	CIP Code/Program Name	Number/Type of Meetings	Results Completed
Example 1	2007	20.0400 Food Service and Management Services Cluster	2 – In person 2-review cycles of drafts via email	Inclusion of Satisfaction Certification instruction at 11 th grade. Reconfiguration of content to match ProQuest Curriculum
Example 2	2008	46.1000 Construction Occupations		

FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION

Fiscal Year	CIP Code/Program Name	Number/Type of Meetings	Results (if completed)
-------------	-----------------------	-------------------------	---------------------------

FY2008

**SUBMISSION FORM/GRANT AGREEMENT FOR
THE CAREER AND TECHNICAL EDUCATION IMPROVEMENT GRANT (“CTEI
GRANT”)
AND
THE PERKINS IV GRANT (“PERKINS GRANT”)**

This submission form/grant agreement is submitted to the Illinois State Board of Education by the following institution or agency (the “Grantee”):

System Name: _____ **EFE #:** _____

Director: _____

Address: _____

Phone: () _____ **Fax:** () _____ **Email**
: _____

This form, and the documents specified below, shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds provided through the CTEI Grant and the Perkins IV Grant and ensure adherence to the FY2008 Regional Plan and Grant Guidelines.

1. Fiscal Year 2008 CTEI Grant Budget and Perkins Grant Budget (the “FY2008 Budget”). The FY2008 Budget shall consist of the proposed budget submitted with the Grantee’s funding application, as modified by the Grantee’s System Director and approved by ISBE.
2. Fiscal Year 2008 Secondary Career and Technical Education Regional Plan (the “FY2008 Regional Plan”). The FY2008 Regional Plan shall consist of the proposed plan submitted with the Grantee’s funding application, as modified by the Grantee’s System Director and approved by ISBE.
3. The following certifications and assurances:
 - A. Certifications, Assurances and Standard Terms of the Grant.
 - B. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions.
 - C. Certification Regarding Lobbying.
 - D. Regional Education for Employment Plan Assurance.

Under this grant agreement, the Grantee will be authorized to implement and incur expenditures in accordance with the FY2008 Plan Update from July 1, 2007 through June 30, 2008. This grant agreement will constitute the entirety of the agreement between the parties with respect to the CTEI Grant and Perkins IV Grant, and supersedes any other agreement or communication,

whether written or oral. This grant agreement may not be amended or modified except in writing signed by the Grantee and ISBE, provided that the Grantee's System Director shall be authorized to amend the FY2008 Budget and FY2008 Plan Update with the prior written authorization of ISBE.

The person executing this form on behalf of the Grantee certifies and assures ISBE that (i) he or she has been duly authorized to file this application for and on behalf of the Grantee, and otherwise to act as the authorized representative of the applicant in connection with this grant agreement; and (ii) the Grantee's System Director has the necessary legal authority to negotiate and agree to the FY2008 Budget and FY2008 Regional Plan (and any amendments thereto) on behalf of the Grantee.

Upon ISBE' final approval of the FY2008 Budget and FY2008 Regional Plan, a fully executed grant agreement shall be returned by ISBE to the Grantee.

Agreed to on behalf of the Grantee:

Date	Signature of Board Officer or Board of Control Chair	Title
------	--	-------

Agreed to on behalf of ISBE:

Date	Signature of Responsible ISBE Official	Title
------	--	-------

FY2008

System Name: _____ **EFE #:** _____

REGIONAL EDUCATION FOR EMPLOYMENT PLAN ASSURANCE

This is to certify that the Regional Education for Employment Plan, CTEI and Perkins IV Grants, and the programs, services and activities set forth in the Plan will be administered in accordance with the foregoing assurances and adhere to the FY2008 Regional Plan and Grant Guidelines.

The Regional Education for Employment System assures the provision and support of activities of such size, scope and quality to bring about improvement in the quality of career and technical education programs.

The Regional Education for Employment System assures that individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special population.

The Regional Education for Employment System assures that data will be provided in a timely manner to meet the accountability requirements as measured by the core performance indicators and as reported to USDE/OVAE disaggregated by special populations.

Signature of Board of Control or State Agency Director

Date

STATE BOARD OF EDUCATION APPROVAL

Approved

Not Approved

Signature of State Board Official

Date

FISCAL YEAR 2008

Illinois Postsecondary Career and Technical Education Plan Guidelines



The Carl D. Perkins Career and Technical Education Improvement Act of 2006



ILLINOIS COMMUNITY COLLEGE BOARD
401 East Capitol Avenue
Springfield, Illinois 62701-1711
(217) 785-0125

April 2007

Fiscal Year 2008 ILLINOIS POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN GUIDELINES

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- H. Perkins IV Programs of Study - Overview
- I. Fiscal Year 2008 Postsecondary Perkins Federal Allocation Table

*an electronic version of Appendix B - Postsecondary Perkins Budget Worksheet - may be downloaded, edited and submitted in hard copy with your FY 2008 plan. To download the file, please visit the ICCB Postsecondary Perkins website at: <http://www.iccb.state.il.us/cte.html>

Introduction

After years of discussion, debate and development, the 109th Congress overwhelmingly passed the *Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)* during the summer of 2006. The Senate acted on July 26, and the House followed suit on July 29. Fourteen days later, on August 12, 2006, President Bush created Public Law 109-270 when he signed the bill.

Perkins IV seeks to both build on the successes of the 1998 Perkins Act, while also focusing on certain themes found throughout the legislation. These include:

- Accountability
- Coordination within the CTE Community
- Academic and Technical Integration
- Connections between Secondary and Postsecondary Education
- Links to Business and Industry

As Representative Howard "Buck" McKeon (R-CA), Chairman of the House Education and Workforce Committee, stated in the Congressional Record on 7/27/2006:

" . . . we're maintaining a focus on rigorous student academic and technical achievement; we're protecting the role of states and local communities and asking for results in exchange for the money we are already spending at the federal level; and we are seeking more opportunities for coordination between secondary and postsecondary career and technical education."

Illinois' Transition to Perkins IV

The Illinois Community College Board and the Illinois State Board of Education are working collaboratively to lay the groundwork for a smooth and successful transition to Perkins IV. Fiscal year 2008 will be a transition year – allowing the two agencies to collaboratively gather formal input from key stakeholders across the state.

A main component of this transition will be a series of system-wide Regional Meetings designed to engage critical CTE stakeholders in the transition process and discover new and innovative solutions to the challenges laid before us by the legislation. The cumulative information gathered at all of these meetings will then be turned over to a stakeholder Task Force for review. This group will be asked to distill what was discussed at all the meetings into a series of specific policy recommendations. These recommendations will provide the foundation upon which the two agencies will craft the full five-year plan for Perkins IV, which will be submitted to the US Department of Education at the end of FY 2008.

It is important to note that the one-year Perkins IV transition plan includes continued funding for the federal Tech Prep Consortia during the FY 2008 transition period.

Section 1 Plan Format and Narrative Requirements

Section 1.1 - Overview of Plan Process

The FY 2008 Local Plan Guidelines (covering the time period of *July 1, 2007 through June 30, 2008*) are divided into three main sections:

1. FY 2008 Program Narrative
2. Program Performance Objectives (*NOTE: Postsecondary Program Performance requirements will be announced at a later date*)
3. Program Budget

One original and three copies of the FY 2008 Career and Technical Education Plan Updates will be due at the ICCB (401 East Capitol Avenue, Springfield, IL 62701, ATTN: Robin Cunningham) on or before 4:30 p.m. May 21, 2007. All plan content submitted by the May 21 due date will be processed and, if sufficient information is provided, approved prior to the July 1, 2007 starting date. The ICCB will then forward a *Final Grant Agreement* form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed *Final Grant Agreement*.

Colleges not able to return completed plans by the May 21, 2007 deadline must apply for an extension in writing to the ICCB (ATTN: Rob Kerr, Director of Career and Technical Education) or risk having their funding denied. **Extension requests must be received by the ICCB prior to May 18, 2007.** Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2007. Expenditures may not begin until the approval is received.

To avoid delays, please ensure that the following items are complete and included as part of your fiscal year 2008 Perkins plan (one original and three copies):

1. Cover Page (including: Community College Name, Community College Number, Community College Address, and Primary Perkins Administrator Contact Information)
2. Program Narrative (Response to the *Guided Questions for Narrative Development*, pages 2-3)
3. Program Budget (Postsecondary Perkins Budget Worksheet, Appendix B)

Upon receipt of the complete proposal, the identified Perkins contact will receive an e-mail message confirming all components have been received and are being evaluated. ICCB staff will then review the plan and contact the

college to either 1) request more specific information, clarification and/or supporting data or 2) confirm that the proposal has been approved as submitted. Following staff approval, the ICCB will forward a *Final Grant Agreement* form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed *Final Grant Agreement*.

A final report detailing the specific activities undertaken in FY 2008 to increase the performance of CTE students and improve the quality of CTE programs will be due to the ICCB on or before **October 1, 2008**. See Appendix G for specific report details and reporting requirements. Final fiscal information related to the FY 2008 federal postsecondary Perkins grant will be collected electronically by the ICCB in a format to be released at a later date. The required fiscal information must be submitted electronically by **October 1, 2008**. **A signed hard copy of the final fiscal report must be mailed to the ICCB at that time.**

Section 1.2 - Overview of Narrative Requirements

Section 135 (Local Uses of Funds) of the new Perkins law requires that each eligible recipient "that receives funds under this part shall use such funds to improve career and technical education programs." Nine *Required Uses of Funds*, and twenty *Permissive Uses of Funds* are specified (see Appendix A).

In order to simplify this process and direct the narrative, the ICCB has developed the *Guided Questions for Narrative Development*, each in three parts. The format for all of the questions is the same:

- Part A seeks information on a specific issue or set of issues related to college programs or initiatives.
- Part B seeks information on the outcomes the activities described in Part A are expected to achieve.
- Part C seeks information on the specific Perkins Postsecondary Core Indicators (see Section 2) that will be impacted by the outcomes listed in Part B (see page 5).

Section 1.3 - Guided Questions for Narrative Development

- I. **IMPROVEMENT OF ACADEMIC AND CAREER AND TECHNICAL SKILLS OF CTE STUDENTS**
 - A. In FY 2008, how will the college strengthen the academic and career and technical skills of students participating in CTE

programs? Please describe the activities the college will implement to achieve the following goals:

- 1A1. Integrate academics with CTE programs.
- 1A2. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry, which may include WBL experiences.
- 1A3. Develop, improve or expand the use of technology in CTE programs.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

II. COLLABORATIONS AND PARTNERSHIPS

- A. In FY 2008, how will the college link CTE at the secondary and postsecondary level? Please describe the activities the college will implement to achieve the following goals:
 - 2A1. Develop and offer the relevant elements of CTE Programs of Study (NOTE: Programs of Study requirements are TBA. See Appendix H for more information).
 - 2A2. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.
 - 2A3. Disseminate information about CTE programs to stakeholders.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT

- A. In FY 2008, how will the college continuously improve the quality of CTE programs? Please describe the activities the college will implement to achieve the following goals:
 - 3A1. Develop and implement evaluations of the CTE programs, including an assessment of how the needs of special populations are being met.
 - 3A2. Initiate, improve, expand and modernize quality CTE programs.
 - 3A3. Provide services and activities that are of sufficient size, scope and quality to be effective.
- B. What outcomes do you expect to achieve through the activities described above?

- C. Which core indicators will be impacted by the outcomes described above?

IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS

- A. In FY 2008, how will the college ensure that CTE programs are accessible by members of special populations? Please describe the activities the college will implement to achieve the following goals:
 - 4A1. Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
 - 4A2. Help members of special populations overcome barriers that may limit their opportunities for success.
 - 4A3. Assist and enable special populations to meet the State adjusted levels of performance.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

V. NONTRADITIONAL TRAINING AND EMPLOYMENT

- A. In FY 2008, how will the college support training activities (such as mentoring and outreach) in nontraditional fields? Nontraditional fields refers to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation. Please describe the activities the college will implement to achieve the following goals:
 - 5A1. Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
 - 5A2. Help nontraditional students overcome barriers that may limit their opportunities for success.
 - 5A3. Assist and enable nontraditional students to meet the State adjusted levels of performance.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

- A. In FY 2008, how will the college offer *comprehensive* professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs? Please describe the activities the college will implement to achieve the following goals:
- 6A1. Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
 - 6A1-a) effective integration of academics and CTE,
 - 6A1-b) effective teaching skills based on research,
 - 6A1-c) effective practices to engage stakeholders,
 - 6A1-d) effective use of scientifically based research and data to improve instruction.
 - 6A2. Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internship programs that provide relevant business experience.
 - 6A3. Prepare professional development opportunities that will train faculty on the effective use and application of technology.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

Section 1.4 - College Information

Provide current staff information for the college president and career dean (or person responsible for administering the Perkins grant) including names, titles, phone and fax numbers and e-mail addresses (if available).

In addition, information must be provided in this section on all staff (other than tutors) supported in part or fully from Perkins IV funds. Please include name (if known), position title, percentage of time supported by Perkins IV funds, total salary rate and a brief description of their responsibilities.

Section 2 - Program Performance Objectives

Section 2.1 - Overview of Perkins Accountability System

Significant revisions have been made to the accountability systems of Perkins IV. While specific performance targets for the state of Illinois have not yet been negotiated with the US Department of Education, it is vital that community colleges continue to make programmatic decisions based on reliable outcome data. To that end, the ICCB is working diligently to adapt the Perkins Online Data System (PODS) to reflect the revised Perkins IV Accountability Indicator structure. This initiative is scheduled to be completed during the FY 2008 program year with input from the field. At that time, community colleges will be asked to review their performance data and respond with program improvement plans for those measures where performance is below specified levels. Forms will be made available providing further guidance.

PERKINS IV POSTSECONDARY ACCOUNTABILITY INDICATORS

- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate, or Diploma
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

Section 3 - Program Budget

Section 3.1 - Budget Process Overview

A Budget Worksheet form is provided in Appendix B to assist college planners in structuring an adequate and effective budget for FY 2008 Perkins funds. The worksheet breaks down uses of funds into seven Expenditure Account categories:

1. Improvement of Academic and Technical Skills of CTE Students
2. Collaborations and Partnerships
3. Program Quality and Continuous Improvement
4. Access and Success for Special Populations
5. Nontraditional Training and Employment
6. Faculty and Staff Professional Development
7. General Administration (up to 5% of total allocation)

The first six Expenditure Accounts relate directly to the *Guided Questions for Narrative Development* from Section 1 (Program Narrative) of these guidelines. The seventh, General Administration, refers to organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students. No more than 5% of the college's local allocation may be spent on General Administration.

Costs planned in these seven Expenditure Accounts should be applied to the specific Functional Expenditure Categories (salaries, supplies, etc.) provided. Appendix C provides further details on the Expenditure Categories and Appendix D contains sample activities for each Expenditure Account. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/pdf/manuals/fmm8-05.pdf>). Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.

Upon submission and approval of the Program Narrative and Budget Worksheet, the ICCB will forward a Final Grant Agreement form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed Final Grant Agreement.

Section 3.2 - Budget Modification Process

Budget modifications of up to 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval. Requests for a budget modification should be made by the project director and include a revised budget worksheet (Appendix B) along with a description and justification for the amendment.

FISCAL YEAR 2008

Illinois Postsecondary Career and Technical Education Plan Appendices



The Carl D. Perkins Career and Technical Education Improvement Act of 2006



List of Appendices

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Appendix A Perkins IV Federal Required and Permissible Uses of Funds

9 REQUIRED USES OF FUNDS (Perkins Section 135b)

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that-

- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in -
 - (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (B) career and technical education subjects;
- (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- (4) develop, improve, or expand the use of technology in career and technical education, which may include-
 - (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields;
© encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including -
 - (A) in-service and preservice training on-

- (l) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
- (ii) effective teaching skills based on research that includes promising practices;
- (iii) effective practices to improve parental and community involvement; and
- (vi) effective use of scientifically based research and data to improve instruction;
- (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- © internship programs that provide relevant business experience; and
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including and assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

20 PERMISSIVE USES OF FUNDS (Perkins Section 135c)

Funds made available to an eligible recipient under this title may be used -

- (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

- (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that -
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
- (3) for local education and business (including small business) partnerships, including for -
 - (A) work related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) adjunct faculty arrangements for qualified industry professionals; and
 - © industry experience for teachers and faculty;
- (4) to provide programs for special populations;
- (5) to assist career and technical student organizations;
- (6) for mentoring and support services;
- (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- (9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- (10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including -
 - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - © academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the

opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and

(D) other initiatives -

(i) to encourage the pursuit of a baccalaureate degree; and

(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(11) to provide activities to support entrepreneurship education and training;

(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

(13) to develop and support small, personalized career-themed learning communities;

(14) to provide support for family and consumer sciences programs;

(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training for finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

(17) to support training and activities (such as mentoring and outreach) in nontraditional fields;

(18) to provide support for training programs in automotive technologies;

(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include

-

(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;

(B) establishing, enhancing, or supporting systems for -

(i) accountability data collection under this Act; or

(ii) reporting data under this Act;

- © implementing career and technical programs of study described in section 122(c)(1)(A); or
- (D) implementing technical assessments; and
- (20) to support other career and technical education activities that are consistent with the purpose of this Act.

ADMINISTRATIVE COSTS

Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

Appendix B Postsecondary Perkins Budget Worksheet

Functional Expenditure Categories (Columns A-H)

	EXPENDITURE ACCOUNTS (Lines 1-8)	SALARIES	EMPLOYEE BENEFITS	CONTRACTUAL SERVICES	GENERAL MATERIALS & SUPPLIES	TRAVEL EXPENSES	CAPITAL OUTLAY	OTHER EXPENDITURES (see * below)	TOTAL
		A	B	C	D	E	F	G	H
1	Improvement of Academic/Technical Skills of CTE Students								
2	Collaborations and Partnerships								
3	Program Quality and Continuous Improvement								
4	Access and Success for Special Populations								
5	Nontraditional Training and Employment								
6	Faculty and Staff Professional Development								
7	General Administration**								
8	TOTAL COSTS								

*Attach a short description of any costs listed under Column G (*OTHER EXPENDITURES*)

** General Administration costs may not exceed 5% of the college's total allocation

All expenditures of funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

Budget Modification Process: Budget modifications of up to 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

College Name

Authorized Official (print name)

Authorized Official (signature)

date

Appendix C

Postsecondary Perkins Budget Terms and Definitions

Functional Expenditure Category Descriptions

All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/pdf/manuals/fmm8-05.pdf>). *Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.*

SALARIES 00-0000-51000-00

Salaries and wages paid to an employee, before any deductions, for personal services rendered to the community college district. Information must be provided on all staff (other than tutors) supported in part or fully from Perkins IV funds. Please refer to Section 1.3 for more information. Positions supported may include:

- Administrative staff
- Professional/technical staff
- Academic support staff/Clerical staff
- Student employees

EMPLOYEE BENEFITS 00-0000-52000-00

The cost of all employee benefits, including the portion of insurance paid for by the college (not including the portion withheld from the employee's wages when both the employee and the college contribute toward the benefit).

CONTRACTUAL SERVICES 00-0000-53000-00

Charges for services rendered by firms or persons not employed by the local board of trustees. Services may include:

- Audit Services
- Consultants
- Office Services
- Instructional Service Contracts
- Other Contractual Services

GENERAL MATERIALS AND SUPPLIES 0000-54000-00

Costs of all general materials and supplies. Materials may include:

- Office, Instructional, or Library Supplies and Materials
- Other Supplies
- Printing
- Audio/Visual Materials
- Computer software

- Postage
- Books & Binding Costs
- Publications and Dues
- Advertising

TRAVEL AND CONFERENCE/MEETING EXPENSE 00-0000-55000-00

Travel costs may include:

- Conference/Meeting Expense
- Travel--In State and Out of State

CAPITAL OUTLAY 00-0000-58000-00

Capital outlay includes all expenditures for fixed and moveable equipment. May include costs for office and instructional equipment.

OTHER EXPENDITURES 00-00005900-00

Costs must apply to CTE students or programs. Please include a short description of any costs listed under the this Functional Expenditure Category. All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

Appendix D Postsecondary Perkins Program Planning & Budget Design Information

The following information is provided for your assistance in program planning and budget design.

Guided Question/Expenditure Account #1: Improvement of Academic and Technical Skills of CTE Students

Examples of sample associated activities:

- Strengthening the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.
- Providing students with strong experience in and understanding of all aspects of an industry.
- Providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field.
- Providing career guidance and academic counseling for students participating in vocational and technical education programs.
- Providing work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs.
- Developing and supporting mentoring and support services.
- Providing vocational and technical education programs for adults and school dropouts to complete their secondary school education.
- Providing assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

Guided Question/Expenditure Account #2: Collaborations and Partnerships

Examples of sample associated activities:

- Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
- Linking secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.
- Involving parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.
- Developing and supporting local education and business partnerships.
- Assisting vocational and technical student organizations.
- Providing support for family and consumer sciences programs.

Guided Question/Expenditure Account #3: Program Quality and Continuous Improvement

Examples of sample associated activities:

- Developing and implementing evaluations of the vocational and technical education programs carried out with Perkins funds.
- Initiating, improving, expanding, and modernizing quality vocational and technical education programs.
- Providing services and activities that are of sufficient size, scope, and quality to be effective.
- Leasing, purchasing, upgrading or adapting equipment, including instructional aides.
- Improving or developing new vocational and technical education courses.
- Supporting other vocational and technical education activities that are consistent with the purpose of Perkins IV.

Guided Question/Expenditure Account #4: Access and Success for Special Populations

Examples of sample associated activities:

- Providing programs for special populations.
- Developing and implementing evaluations of the vocational and technical education programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

Guided Question/Expenditure Account #5: Nontraditional Training and Employment

Examples of sample associated activities:

- Supporting nontraditional training and employment activities.
- Providing career guidance and academic counseling for students participating in vocational and technical education programs.

Guided Question/Expenditure Account #6: Faculty and Staff Professional Development

Examples of sample associated activities:

- Developing, improving, or expanding the use of technology in vocational and technical education, including the training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning.
- Providing professional development programs to teachers, counselors, and administrators, that include:
 - A. inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - B. support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide business experience to teachers; and

- D. programs designed to train teachers specifically in the use and application of technology.
- Developing and supporting teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry.

Expenditure Account #7: General Administration

Examples of sample associated activities:

- Organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.

Appendix E ICCB Perkins Staff Team Contact Information

ICCB Address:

401 East Capitol Avenue
Springfield IL 62701-1711
Fax: 217.785.0090

PERKINS LEADERSHIP TEAM:

Rob Kerr

Director for Career and Technical
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WIA/PERKINS INTEGRATION:

Lavon Nelson
Director for Employment & Training
Phone: 217.557.2742
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Appendix F Fiscal Year 2008 Postsecondary Perkins Annual Plan Check List

Please provide the following information on the cover of your FY 2008 Postsecondary Perkins grant proposal:

- Community College Name
- Community College Number
- Community College Address
- Primary Perkins Contact Information (name, e-mail and phone/fax number)

One original and three copies of the Fiscal Year 2008 Postsecondary Career and Technical Education Plan must be submitted to the Illinois Community College Board by May 21, 2007. For proposal format or submission questions please contact Rob Kerr at rob.kerr@illinois.gov or (217) 785-0068.

The following items are required as part of your FY 2008 local plan submission:

Section 1 Program Narrative

_____ Response to Guided Questions (pages 3-4)

NOTE: each question has three parts

- _____ 1. Improvement of Academic and Technical Skills of CTE Students
- _____ 2. Collaborations and Partnerships
- _____ 3. Program Quality and Continuous Improvement
- _____ 4. Access and Success for Special Populations
- _____ 5. Nontraditional Training and Employment
- _____ 6. Faculty and Staff Professional Development

_____ College Information (page 3)

Section 2 Program Performance Objectives

Postsecondary Program Performance requirements will be announced at a later date

Section 3 Program Budget

_____ Postsecondary Perkins Budget Worksheet (Appendix B),
signed by authorized official

Submit one original and three copies of your FY 2008 plan
by May 21, 2007 to:

**The Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701
ATTN: Robin Cunningham**

Appendix G

Fiscal Year 2008 Postsecondary Perkins Final Reports

By **October 1, 2008**, federal Postsecondary Perkins grant recipients are required to submit the following final reports:

- 1) Final Programmatic Report
- 2) Final Fiscal Report

Final Programmatic Report - Due October 1, 2008

Forward the completed final programmatic report to:

The Illinois Community College Board

401 East Capitol Avenue

Springfield, IL 62701

ATTN: Robin Cunningham

Please respond in full to each of the two Final Programmatic Report sections (below)

SECTION 1: Activities and Outcomes

SECTION 2: Barriers and Best Practices

SECTION 1: Activities and Outcomes

I. IMPROVEMENT OF ACADEMIC AND CAREER AND TECHNICAL SKILLS OF CTE STUDENTS

A. How did the college strengthen the academic and career and technical skills of students participating in CTE programs? Please describe the activities the college implemented to achieve the following goals:

1A1. Integrate academics with CTE programs.

1A2. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry, which may include WBL experiences.

1A3. Develop, improve or expand the use of technology in CTE programs.

B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

II. COLLABORATIONS AND PARTNERSHIPS

A. How did the college link CTE at the secondary and postsecondary level? Please describe the activities the college implemented to achieve the following goals:

2A1. Develop and offer the relevant elements of CTE Programs of Study.

2A2. Engage advisory groups, teachers, counselors and other stakeholders

in the development, implementation, and evaluation of CTE programs.

2A3. Disseminate information about CTE programs to stakeholders.

B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT

A. How did the college continuously improve the quality of CTE programs? Please describe the activities the college implemented to achieve the following goals:

3A1. Develop and implement evaluations of the CTE programs, including an assessment of how the needs of special populations are being met.

3A2. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

3A3. Provide services and activities that are of sufficient size, scope and quality to be effective.

B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS

A. How did the college ensure that CTE programs are accessible by members of special populations? Please describe the activities the college implemented to achieve the following goals:

4A1. Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

4A2. Help members of special populations overcome barriers that may limit their opportunities for success.

4A3. Assist and enable special populations to meet the State adjusted levels of performance.

B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

V. NONTRADITIONAL TRAINING AND EMPLOYMENT

A. How did the college support training activities in nontraditional fields? Please describe the activities the college implemented to achieve the following goals:

5A1. Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

- 5A2. Help members of nontraditional students overcome barriers that may limit their opportunities for success.
- 5A3. Assist and enable nontraditional students to meet the State adjusted levels of performance.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

- A. How did the college offer *comprehensive* professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs? Please describe the activities the college implemented to achieve the following goals:
 - 6A1. Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
 - 6A1-a) effective integration of academics and CTE,
 - 6A1-b) effective teaching skills based on research,
 - 6A1-c) effective practices to engage stakeholders,
 - 6A1-d) effective use of scientifically based research and data to improve instruction.
 - 6A2. Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internships programs that provide relevant business experience.
 - 6A3. Prepare professional development opportunities that will train faculty on the effective use and application of technology.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

SECTION 2: Barriers and Best Practices

- I. Please describe any barriers to success the college encountered in Perkins program activities during FY 2006.
- II. Please identify the successful CTE programs - *or Best Practices* - implemented or continued at the college in FY 2008.

Final Fiscal Report - Due October 1, 2008

Final fiscal information related to the FY 2008 federal postsecondary Perkins grant will be collected electronically by the ICCB in a format to be released at a later date. This information must be submitted electronically by **October 1, 2008** and followed up with *a signed hard copy*.

Appendix H Perkins IV Programs of Study - Overview

Perkins IV emphasizes the need to connect and align secondary and postsecondary CTE programs. This goal is addressed throughout the law – and most evidently by the new requirement that all Perkins recipients offer **Programs of Study**.

“One of the unique attributes of vocational and technical education programs is their ability to show students a path that could end in a certificate, credential, employment, military or postsecondary education . . . Along this same track, we include a new requirement for state development of career and technical programs of study for career and technical program areas. These sequences of courses will incorporate a nonduplicative progression of both secondary and postsecondary elements which will include both academic and vocational and technical content . . . I believe this will also help drive program improvements by ensuring that states clarify the progression of academic and vocational technical courses needed for the postsecondary education, training or employment of a student’s choice.”

Representative Michael Castle (R-DE)
Floor Speech - July 27, 2006

Overview

Programs of Study:

- incorporate and align secondary and postsecondary education;
- include academic & CTE content in a coordinated, non-duplicative progression of courses;
- may include the opportunity for secondary students to acquire postsecondary credits;
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;
- identify and address current or emerging occupational opportunities;
- build on Tech Prep/career pathways;

The Law

From the *Carl D. Perkins Act of 2006*, Section 122 (c)(1)(A)

Career and technical **programs of study**, adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

1. incorporates secondary education and postsecondary education elements;
2. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
3. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
4. leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Appendix I

Fiscal Year 2008 Postsecondary Perkins Federal Allocation Table (REVISED RELEASE)

Community College	FY 2008		FY 2008	change
	PRELIMINARY Allocation	2005-2006 Pell Count	REVISED Allocation	
BLACK HAWK COLLEGE	\$441,151	2,388	\$ 441,296	\$ 145
CARL SANDBURG COLLEGE	\$254,198	1,376	\$ 254,281	\$ 83
CITY COLLEGES OF CHICAGO	\$3,536,416	19,143	\$ 3,537,577	\$ 1,161
DANVILLE AREA COMMUNITY COLLEGE	\$175,500	950	\$ 175,558	\$ 58
DUPAGE, COLLEGE OF	\$592,636	3,208	\$ 592,830	\$ 195
ELGIN COMMUNITY COLLEGE	\$281,354	1,523	\$ 281,446	\$ 92
HARPER COLLEGE, WILLIAM RAINEY	\$366,148	1,982	\$ 366,268	\$ 120
HEARTLAND COMMUNITY COLLEGE	\$264,358	1,431	\$ 264,445	\$ 87
HIGHLAND COMMUNITY COLLEGE	\$153,701	832	\$ 153,751	\$ 50
ILLINOIS CENTRAL COLLEGE	\$528,347	2,860	\$ 528,521	\$ 173
ILLINOIS EASTERN COMMUNITY COLLEGES	\$298,350	1,615	\$ 298,448	\$ 98
ILLINOIS VALLEY COMMUNITY COLLEGE	\$187,323	1,014	\$ 187,385	\$ 62
JOHN A. LOGAN COLLEGE	\$312,205	1,690	\$ 312,308	\$ 103
JOHN WOOD COMMUNITY COLLEGE	\$218,913	1,185	\$ 218,985	\$ 72
JOLIET JUNIOR COLLEGE	\$328,277	1,777	\$ 328,385	\$ 108
KANKAKEE COMMUNITY COLLEGE	\$149,637	810	\$ 149,686	\$ 49
KASKASKIA COLLEGE	\$263,250	1,425	\$ 263,336	\$ 86
KISHWAUKEE COLLEGE	\$188,432	1,020	\$ 188,493	\$ 62
LAKE COUNTY, COLLEGE OF	\$382,220	2,069	\$ 382,346	\$ 125
LAKE LAND COLLEGE	\$307,587	1,665	\$ 307,688	\$ 101
LEWIS & CLARK COMMUNITY COLLEGE	\$336,960	1,824	\$ 337,071	\$ 111
LINCOLN LAND COMMUNITY COLLEGE	\$354,140	1,917	\$ 354,257	\$ 116
MCHENRY COUNTY COLLEGE	\$137,814	746	\$ 137,859	\$ 45
MORAIN VALLEY COMMUNITY COLLEGE	\$473,480	2,563	\$ 473,636	\$ 155
MORTON COLLEGE	\$302,414	1,637	\$ 302,513	\$ 99
OAKTON COMMUNITY COLLEGE	\$245,700	1,330	\$ 245,781	\$ 81
PARKLAND COLLEGE	\$444,107	2,404	\$ 444,253	\$ 146
PRAIRIE STATE COLLEGE	\$341,024	1,846	\$ 341,136	\$ 112
REND LAKE COLLEGE	\$202,656	1,097	\$ 202,723	\$ 67
RICHLAND COMMUNITY COLLEGE	\$180,303	976	\$ 180,362	\$ 59
ROCK VALLEY COLLEGE	\$346,751	1,877	\$ 346,865	\$ 114
SAUK VALLEY COMMUNITY COLLEGE	\$162,199	878	\$ 162,252	\$ 53
SHAWNEE COMMUNITY COLLEGE	\$220,206	1,192	\$ 220,279	\$ 72
SOUTH SUBURBAN COLLEGE	\$835,010	4,520	\$ 835,284	\$ 274
SOUTHEASTERN ILLINOIS COLLEGE	\$131,533	712	\$ 131,576	\$ 43
SOUTHWESTERN ILLINOIS COLLEGE	\$683,711	3,701	\$ 683,935	\$ 224
SPOON RIVER COLLEGE	\$116,199	629	\$ 116,238	\$ 38

TRITON COLLEGE	\$426,927	2,311	\$ 427,067	\$ 140
WAUBONSEE COMMUNITY COLLEGE	\$162,384	879	\$ 162,437	\$ 53
Total	\$15,355,690	83,002	\$ 15,338,556	\$ -17,134

FISCAL YEAR 2008
**ILLINOIS TECH PREP CONSORTIUM
GRANT GUIDELINES**

**The Carl D. Perkins Career and Technical Education
Improvement Act of 2006 - Title II**



**ILLINOIS COMMUNITY COLLEGE BOARD
401 EAST CAPITOL AVENUE
SPRINGFIELD, ILLINOIS 62701-1711**

(217) 785-0125

April 2007

FISCAL YEAR 2008
ILLINOIS TECH PREP CONSORTIUM
GRANT GUIDELINES

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List of Attachments

- A. Illinois Tech Prep Components
- B. Project Profile Worksheet
- C. Tech Prep Annual Plan Worksheets
- D. Fiscal Year 2008 Tech Prep Consortium Budget Worksheet
- E. Fiscal Year 2008 Tech Prep Transit Entity Annual Plan and Budget Worksheet
- F. Grant Proposal Check List
- G. Fiscal Year 2008 Tech Prep Consortium Final Reports
- H. Illinois Community College Board Tech Prep Staff Contact Information

NOTE: Electronic versions of all necessary forms may be downloaded, edited and submitted in hard copy with your FY 2008 plan. For more information, please visit the iccb Illinois tech prep website

www.iccb.org/techprep

PROGRAM BACKGROUND

PERKINS REAUTHORIZATION

After years of discussion, debate and development, the 109th Congress overwhelmingly passed the *Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)* during the summer of 2006. The Senate acted on July 26, and the House followed suit on July 29. Fourteen days later, on August 12, 2006, President Bush created Public Law 109-270 when he signed the bill.

Perkins IV seeks to both build on the successes of the 1998 Perkins Act, while also focusing on certain themes found throughout the legislation. These include:

- Accountability
- Coordination within the CTE Community
- Academic and Technical Integration
- Connections between Secondary and Postsecondary Education
- Links to Business and Industry

As Representative Howard "Buck" McKeon (R-CA), Chairman of the House Education and Workforce Committee, stated in the Congressional Record on 7/27/2006:

" . . . we're maintaining a focus on rigorous student academic and technical achievement; we're protecting the role of states and local communities and asking for results in exchange for the money we are already spending at the federal level; and we are seeking more opportunities for coordination between secondary and postsecondary career and technical education."

ILLINOIS' TRANSITION TO PERKINS IV

The Illinois Community College Board and the Illinois State Board of Education are working collaboratively to lay the groundwork for a smooth and successful transition to Perkins IV. Fiscal year 2008 will be a transition year – allowing the two agencies to collaboratively gather formal input from key stakeholders across the state.

A main component of this transition will be a series of system-wide Regional Meetings designed to engage critical CTE stakeholders in the transition process and discover new and innovative solutions to the challenges laid before us by the legislation. The cumulative information gathered at all of these meetings will then be turned over to a stakeholder Task Force for review. This group will be asked to distill what was discussed at all the meetings into a series of specific policy recommendations. These recommendations will provide the foundation upon which the two agencies will craft the full five-year plan for Perkins IV, which will be submitted to the US Department of Education at the end of FY 2008.

Tech Prep in Perkins IV - Significant change is potentially in store for Title II-Tech Prep Consortia under Perkins IV. The new legislation gives states the flexibility to maintain Title II funding to the established Consortia, or consolidate some or all of the funds into the Title I grants to secondary CTE systems and community colleges. Illinois will proactively address this issue throughout the FY08 Transition period. The ICCB is committed to fully supporting a system that truly reflects the enhanced level of collaboration called for in Perkins IV. How Illinois can best address this requirement is yet to be determined. However, it is important to note that the one-year Perkins IV transition plan includes continued funding for Title II Tech Prep Consortium activities throughout all of FY 2008.

TECH PREP OVERVIEW

Tech Prep in Illinois has grown progressively since its inception in 1990, developing into a highly regarded initiative involving all 39 public community college districts, all 59 regional vocational systems and over 500 high schools.

Tech Prep is built upon three critical components intended to support consortia in the development of seamless pathways that prepare students for high-wage, high-demand careers:

1. **Linkages between academic and career and technical educators;**
2. **Articulation between secondary and postsecondary education;**
3. **Collaboration between educators and the business community.**

The following grant continuation guidelines have been designed to address the specific legislative requirements of Tech Prep and assist consortia to plan, implement and evaluate high quality Tech Prep programs. Prior to making application for funds, consortium leaders are encouraged to consult the following state and national sources in order to better understand the purpose and requirements of Tech Prep in Illinois:

- **Illinois Tech Prep Website**
.....www.iccb.org/techprep

- **U.S. Department of Education**
Specific Tech Prep elements and outcomes as defined in federal legislation.
.....<http://www.ed.gov/offices/OVAE/CTE/techprep.html>

- **U.S. Department of Education**
Information on career and technical education including Perkins IV, federal performance accountability systems, and nontraditional training and employment statistics.
<http://www.ed.gov/offices/OVAE/CTE/legis.html>

- **State of Illinois**
Illinois State Plan for Career and Technical Education
<http://isbe.net/partnerships/Perkins/state%20plan%204-01-00.doc>
- **The National Association of Tech Prep Leadership**
A good source of information on various Tech Prep models throughout the country. While not specific to Illinois' policies and programs, it does provide consortia a national perspective and access to Tech Prep peers throughout the county.
www.NATPL.org



PROGRAM DEFINITIONS

Perkins IV offers a refined vision of Tech Prep, and also provides more specific program level definitions (excerpted from Perkins IV, Section 203).

TECH PREP STUDENT

Secondary: A Secondary Tech Prep student is a student who has enrolled in 2 courses in the secondary education component of a Tech Prep program.

Postsecondary: A Postsecondary Tech Prep student is a student who has completed the secondary education component of a Tech Prep program AND has enrolled in the postsecondary education component of a Tech Prep program at a consortium institution of higher education.

CONSORTIUM-LEVEL ARTICULATION

Tech Prep programs shall be carried out under articulation agreements between the participants in the consortium. Tech Prep programs shall coordinate with activities conducted under Perkins IV Title I.

TECH PREP PROGRAMS OF STUDY

Tech Prep programs shall consist of a **Program of Study** that:

1. Combines a minimum of 2 years of secondary education with a minimum of 2 years of postsecondary education (or 2 year apprenticeship program) in a nonduplicative, sequential course of study
2. Integrates academic and career and technical education instruction, and utilizes work-based learning (where appropriate and/or available);
3. Provides technical preparation in a career field, including high skill, high wage or high demand occupations;
4. Builds student competence in technical skills and in core academic subjects (as appropriate) through applied, contextual, and integrated instruction in a coherent sequence of courses;
5. Leads to technical skill proficiency, an industry-recognized credential, a certificate or a degree, in a specific career field;
6. Leads to placement in high skill or high wage employment, or to further education; and
7. Utilizes career and technical education programs of study, to the extent practicable.

Tech Prep Consortia shall develop **Tech Prep Programs** for secondary education and postsecondary education that:

1. Meet state academic standards;
2. Link secondary schools and community colleges, and if possible and practicable, 4 years colleges and universities, through-
 - A. Nonduplicative sequences of courses in career fields;
 - B. The use of articulation agreements; and
 - C. The investigation of opportunities for secondary Tech Prep students to participate in dual credit/dual enrollment coursework;

3. Use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry; and
4. Use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs.

All Aspects of an Industry refers to strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

INSERVICE TRAINING

Tech Prep programs shall include in-service professional development for teachers, faculty, and administrators that:

1. Supports effective implementation of Tech Prep programs;
2. Supports joint training in the Tech Prep consortium;
3. Supports the needs, expectations, and methods of business and all aspects of an industry;
4. Supports the use of contextual and applied curricula, instruction, and assessment;
5. Supports the use and application of technology; and
6. Assists in accessing and utilizing data, and information of student achievement, including assessments.

Tech Prep programs shall include professional development programs for counselors designed to enable counselors to more effectively:

1. Provide information to students regarding Tech Prep programs;
2. Support student progress in completing Tech Prep programs, which may include the use of ICPs;
3. Provide information on related employment opportunities;
4. Ensure that students are placed in appropriate employment or further postsecondary education;
5. Stay current with the needs, expectations, and methods of business and all aspects of an industry; and
6. Provide comprehensive career guidance and academic counseling to participating students, including special populations.

EQUAL ACCESS FOR SPECIAL POPULATIONS

Tech Prep programs shall provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations.

Special Populations refers to:

1. Individuals with disabilities;

2. Individuals from economically disadvantaged families, including foster children;
3. Individuals preparing for nontraditional fields (nontraditional fields refers to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation);
4. Single parents, including single pregnant women;
5. Displaced homemakers; and
6. Individuals with limited English proficiencies.

PREPARATORY SERVICES

Tech Prep programs shall provide for preparatory services that assist participants in Tech Prep programs.



PROPOSAL FORMAT AND AWARD PROCESS

One original and three copies of the Fiscal Year 2008 Tech Prep program proposal must be submitted to the Illinois Community College Board by May 14, 2007. The amount of federal Tech Prep funds allocated to each consortium will be communicated through a grant award letter sent separately to the project director. For proposal format or submission questions please contact Rob Kerr at rob.kerr@illinois.gov <mailto:rkerr@iccb.state.il.us> or (217) 785-0068.

To avoid delays, please ensure that the following five items are complete and included as part of your fiscal year 2008 Tech Prep Consortium proposal (**one original and three copies**):

1. Grant Proposal Cover Sheet (see Attachment G for specifications)
2. Project Profile Worksheet (see Attachment B)
3. Tech Prep Annual Plan Worksheets (Attachment C)
4. Fiscal Year 2008 Tech Prep Consortium Budget Worksheet (for budget form, Attachment D; for consortium allocation, see Attachment I)
5. Fiscal Year 2008 Transit Entity Annual Plan and Budget Worksheets, *if necessary* (Attachment E)

Consortia not able to return completed plans by the May 14, 2007 deadline must apply for an extension in writing to the ICCB (ATTN: Rob Kerr, Director of Career and Technical Education) or risk having their funding denied. **Extension requests must be received by the ICCB prior to May 11, 2007.** Plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2007. Expenditures may not begin until the approval is received.

Upon receipt of the complete proposal--

1. The consortium director will receive an e-mail message confirming all components have been received and are being evaluated.
2. ICCB staff will then review the proposal and contact the consortium director to either:
 - A) request more specific information, clarification and/or supporting data or
 - B) confirm that the proposal has been approved as submitted.
3. Following staff approval, the ICCB will forward to the consortium director the *final grant agreement form* which includes:
 - A) all the requisite certification and assurance forms,
 - B) the approved budget (including information on financial drawdown methods and other fiscal procedures), and
 - C) the scope of work (as submitted in the proposal).

The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal (e.g., Community College President, Superintendent, or Board Officer) **and returned to the ICCB in order to activate the grant.** Audits will be based on the information provided in the signed Grant Agreement.

ANNUAL PLAN REQUIREMENTS

1. Each consortium must submit an Annual Plan that describes activities that will be undertaken to address the six *Tech Prep Components* (see Attachment A). Consortium-Level Articulation
2. Tech Prep Programs of Study
3. Inservice Training
4. Equal Access for Special Populations
5. Linkages and Program Innovation
6. Preparatory Services

These Components are designed to encompass all applicable federal grant requirements (including all secondary and postsecondary core performance indicators established by Perkins IV) and assist consortia to plan, implement and evaluate high quality Tech Prep programs.

All proposed Tech Prep activities and expenditures for fiscal year 2008 must directly support one or more of the Components, as well as continuous program improvement. In instances where activities support the goals of Tech Prep but are not designed *exclusively* for Tech Prep students enrolled in approved Tech Prep programs, an appropriate portion of the costs for the activities may be supported with Tech Prep funds.

ELIGIBLE USES OF FUNDS

- Federal funds allocated to consortia may only be used: to support consortium-wide activities and
- to provide services or activities to students in the 9th grade or higher.

ON-SITE REVIEW FOLLOW-UP

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold** print.

TRANSIT ENTITIES REQUIREMENTS

The Consortium Annual Plan includes all activities undertaken in support of one or more of the six Tech Prep Components. Funds may be distributed to individual schools and/or colleges to conduct consortium-wide activities related to, and in support of, the consortium's Annual Plan. Funds may only be transited to high schools and/or community colleges that have established Tech Prep sequences with the consortium. Additionally, only those activities which will benefit the entire consortium (i.e., "consortium-wide activities") may be supported by federal Tech Prep funds.

Each entity that receives transit funds must submit a completed *Transit Entity Annual Plan and Budget Worksheet* (Attachment E) detailing the specific Tech Prep Components their activities will support and how local funds will be allocated among the six Components. The Transit Entity Plan should describe any and all activities that will support continuous improvement in the attainment of the consortium's goals.

In addition to the Annual Plan and Budget worksheet, each transit entity must provide the following information, as part of the proposal to be eligible to receive Tech Prep funds from the consortium:

- Names and position/teaching areas of Tech Prep team members from the transit entity (school, community college or area career center). The team must include academic and technical instructors, counselors and administrators.
- Description of the process used to identify, report and track Tech Prep students at the institution (must be in compliance with the Program Definitions found on pages 2 of these guidelines).

PERFORMANCE INDICATORS

Significant revisions have been made to the accountability systems of Perkins IV. While specific performance targets for the state of Illinois have not yet been negotiated with the US Department of Education, it is vital that consortia make programmatic decisions based on reliable outcome data. To that end, the ICCB is prepared to adapt the Perkins Online Data System (PODS) to reflect the revised Perkins IV Tech Prep Accountability Indicator structure (see below). *This initiative is contingent upon the decision to continue funding the federal Tech Prep Consortia after the FY 2008 Perkins IV transition period.*

Perkins IV Tech Prep Accountability Requirements

Perkins IV does establish a substantive and innovative accountability structure specifically tailored to the specific mission, goals and outcomes of Tech Prep. These new accountability requirements include:

1. The number of secondary and postsecondary Tech Prep students served;
2. The number and percent of such secondary Tech Prep students who:
 - (a) Enroll in postsecondary education;
 - (b) Enroll in the same field or major as when such students were at the secondary level;
 - (c) Complete a state- or industry-recognized certification or licensure;
 - (d) Successfully complete postsecondary credits as a secondary student;
 - (e) Enroll in a remedial math, writing, or reading course at the postsecondary level.
3. The number and percent of postsecondary Tech Prep students who:
 - (a) Are placed in a related field of employment not later than 12 months after graduation from the Tech Prep Program;
 - (b) Complete a state- or industry-required certification or licensure;
 - (c) Complete a two-year degree or certificate program within the normal time for completion of such programs;
 - (d) Complete a baccalaureate degree program within the normal time for completion of such programs.

Note: These performance indicators are in addition to the performance indicators described in section 113(b) of Perkins Title I.

Consortia are under no specific requirement to address these accountability requirements during the FY 2008 Perkins IV transition period. However, it is advised that projects engage in discussions with regional stakeholders about the purpose and intent of these data elements, and begin to plan for their eventual adoption in FY 2009.

BUDGET AND FISCAL INFORMATION

BUDGET PROCESS OVERVIEW

Consortium allocations can be found in Attachment I. The Consortium Budget Worksheet form is provided in Attachment D to assist consortia in structuring an adequate and effective budget for FY 2008 federal Tech Prep funds. The worksheet breaks down uses of funds into eight *Expenditure Account* categories:

1. Consortium-Level Articulation
2. Tech Prep Program Sequences
3. Inservice Training
4. Equal Access for Special Populations
5. Linkages/Innovations
6. Preparatory Services
7. General Administration (up to 5% of total allocation)
8. Payment to Consortium Educational Partners

The first six Expenditure Accounts relate directly to the *Illinois Tech Prep Components* consortia will use as the basis of their annual plan (see Attachment C). The seventh, General Administration, refers to organized administrative activities that provide assistance and support to the Tech Prep consortium, including activities specifically designed to provide administrative or managerial support for the consortium and any special services provided for Tech Prep students. **No more than 5% of the consortium's federal allocation may be spent on General Administration.** The eighth Expenditure Account, Payment to Consortium Educational Partners, includes transit payments to educational institutions within the consortium.

Costs planned in these eight Expenditure Accounts should be applied to the specific Functional Expenditure Categories (salaries, supplies, etc.) provided. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm8-05.pdf>). Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Tech Prep funds.

BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or \$2,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$2,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval. Requests for a budget modification should be made by the project director and include a signed revised budget form (Attachment D) along with a description and justification for the amendment.

TECH PREP PROGRAMS OF STUDY DEVELOPMENT PROCESS

Perkins IV emphasizes the need to connect and align secondary and postsecondary CTE programs. This goal is addressed throughout the law – and most evidently by the new requirement that all Perkins recipients offer ***Programs of Study***. Each Tech Prep Consortium is required to create, maintain and regularly update Programs of Study (formally referred to as Tech Prep course sequences). However, at the time of the publication of these grant guidelines the final determination has not yet been made regarding the specific requirements and components of Programs of Study. During the FY 2008 Perkins IV transition period community colleges, high schools, EFE's, AVC and Tech Prep Consortia are asked to continue working towards the twin goals of CTE program alignment and coordination. Actions in support of this will ensure that each entity is well positioned to act when the Programs of Study requirements are released.

"One of the unique attributes of vocational and technical education programs is their ability to show students a path that could end in a certificate, credential, employment, military or postsecondary education . . . Along this same track, we include a new requirement for state development of career and technical programs of study for career and technical program areas. These sequences of courses will incorporate a nonduplicative progression of both secondary and postsecondary elements which will include both academic and vocational and technical content . . . I believe this will also help drive program improvements by ensuring that states clarify the progression of academic and vocational technical courses needed for the postsecondary education, training or employment of a student's choice."

Representative Michael Castle (R-DE)

Floor Speech - July 27, 2006

PROGRAMS OF STUDY

7. incorporate and align secondary and postsecondary education;
8. include academic & CTE content in a coordinated, non-duplicative progression of courses;
9. may include the opportunity for secondary students to acquire postsecondary credits;
10. lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;
11. identify and address current or emerging occupational opportunities;
12. build on Tech Prep/career pathways;

THE LAW

From the *Carl D. Perkins Act of 2006*, Section 122 (c)(1)(A)

Career and technical **programs of study**, adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

1. incorporates secondary education and postsecondary education elements;
2. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align

secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; 3.

may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

4. leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;



TERMS OF THE GRANT AND DELIVERABLES

TERMS

- A. Upon receipt of the complete proposal the consortium director will receive an e-mail message confirming all components have been received and are being evaluated. ICCB staff will then review the proposal and contact the consortium director to either 1) request more specific information, clarification and/or supporting data or 2) confirm that the proposal has been approved as submitted. Following staff approval, the ICCB will forward to the consortium director the final grant agreement form which includes all the requisite certification and assurance forms, the approved budget (including information on financial drawdown methods and other fiscal procedures), and the scope of work (as submitted in the proposal). ***The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal*** (e.g., Community College President, Superintendent, or Board Officer) ***and returned to the ICCB in order to activate the grant.*** Audits will be based on the information provided in the signed Grant Agreement.
- B. Orders for payments will be submitted to the Office of the Comptroller by the Illinois Community College Board according to the negotiated payment schedule.
- C. All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.
- D. Tech Prep consortium grants are 100% funded from federal sources. Therefore, successful applicants will be subject to the provisions of Section 511 of P.L-101-166 (The "Stevens Amendment") which governs the use of federal program funds. All announcements and other materials publicizing the programs must include statements as to the amount and proportion of federal funding involved.

DELIVERABLES

Each consortium is required to submit the following fiscal year 2008 reports and other deliverables by the dates indicated:

- A. **Fiscal Year 2008 Tech Prep Consortium Final Reports**
By October 1, 2008, Tech Prep Consortia are required to submit the following final reports:
 - 1) **Fiscal Year 2008 Tech Prep Consortium Final Programmatic Report**
The format and requirements of the Fiscal Year 2008 Tech Prep Consortium Final Programmatic Report will be supplied under separate cover by December 31, 2007. Four copies of the report, covering the period from July 1, 2007 - June 30, 2008, will be due to the Illinois Community College Board by October 1, 2008. The ICCB will distribute copies to the University of Illinois Office of Community College Research and Leadership (for research purposes only) and the Illinois Office Education Services (for public access and review).
 - 2) **Final Fiscal Report**
Final fiscal information related to the FY 2008 federal Tech Prep grant will be collected electronically by the ICCB in a format to be released at a later date. This information must be submitted

electronically by October 1, 2008 and followed up with a signed hard copy.

B. Secondary Tech Prep Student Data

Each school within the Tech Prep consortium must provide data on secondary Tech Prep student enrollments to the Illinois State Board of Education using the Illinois Student Information System (ISIS). Signatures by local school contact and consortium directors are required on each annual submission of counts.

C. Postsecondary Tech Prep Student Data

Each consortium must collaborate with the community college partner(s) within the consortium to submit data on postsecondary Tech Prep student enrollments to the Illinois Community College Board. Each community college within the consortium should be submitting these data using the community college *Annual Student Enrollment and Completion Data Report (A1)*.

ATTACHMENTS

- A. Illinois Tech Prep Components
- B. Project Profile Worksheet
- C. Tech Prep Annual Plan Worksheets
- D. Fiscal Year 2007 Tech Prep Consortium Budget Worksheet
- E. Fiscal Year 2007 Transit Entity Annual Plan and Budget Worksheet
- F. Sample Tech Prep Sequence Documentation Form
- G. Grant Proposal Check List
- H. Fiscal Year 2007 Tech Prep Consortium Final Reports
- I. Illinois Community College Board Tech Prep Staff Contact Information

NOTE: ELECTRONIC VERSIONS OF ALL NECESSARY FORMS MAY BE DOWNLOADED, EDITED AND SUBMITTED IN HARD COPY WITH YOUR FY 2007 PLAN. FOR MORE INFORMATION, PLEASE VISIT THE ICCB ILLINOIS TECH PREP WEBSITE:
www.iccb.org/techprep

Attachment A

The Illinois Tech Prep Components are designed to assist consortia to plan, implement and evaluate high quality Tech Prep programs.

1. CONSORTIUM-LEVEL ARTICULATION

1.1 ARTICULATION

All Tech Prep programs must be carried out under articulation agreements between secondary and postsecondary institutions. A process must be in place to accurately identify and follow students from secondary to postsecondary Tech Prep programs, and systematically collect information about activities and outcomes for use to improve program effectiveness.

1.2 SECONDARY AND POSTSECONDARY COLLABORATION

Tech Prep programs require strong collaboration among administrators, faculty, counselors and other key staff to ensure cohesive curricular connections between secondary schools and postsecondary institutions. These efforts include the provision of leadership from community colleges in ongoing implementation of local Tech Prep initiatives.

1.3 BUSINESS/LABOR/COMMUNITY INVOLVEMENT

The Tech Prep program involves business, labor, and community organizations in curriculum development, inservice training, and other key processes associated with Tech Prep implementation, in addition to school-based and work-based learning experiences.

2. TECH PREP PROGRAM SEQUENCES

All Tech Prep programs must have a sequence of appropriate advanced academic and technical courses that provides preparation for a Tech Prep Occupation. Sequences must be non-duplicative and endeavor to reduce the need for remediation. Emphasis should be placed on developing student incentives for sequence participation and/or completion (e.g., articulated credit, credit-in-escrow, dual credit, etc.) when appropriate. Various combinations of sequential course work can be provided, but at a minimum sequences must include two years of secondary school and two years of postsecondary education designed to lead to an Associate in Applied Science degree (A.A.S.). Programs may begin as early as the 9th grade and may also articulate from a community college to a four-year college/university. Apprenticeships of at least two years following secondary education are another option allowed by law.

3. INSERVICE TRAINING

All Tech Prep projects must include inservice training for secondary and postsecondary instructors and counselors. Inservice training includes any type of appropriate professional development processes provided by the consortium, particularly those focused on enhancing the Tech Prep components.

4. EQUAL ACCESS FOR SPECIAL POPULATIONS

All Tech Prep projects must provide equal access to the full range of Tech Prep educational programs to individuals who are members of special populations. According to Perkins III [section 3(23)], special populations are defined as *“individuals with disabilities, economically disadvantaged individuals (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency.”*

5.LINKAGES/INNOVATIONS

5.1 CURRICULUM DEVELOPMENT

All Tech Prep program curricula must be aligned with the Illinois Learning Standards (ILS), Occupational Skill Standards (OSS) (where available), Workplace Skills, and Career Development competencies. This curriculum must include applied methodology that integrates academic and technical coursework.

5.2 WORK-BASED LEARNING EXPERIENCES

All Tech Prep programs must include work-based learning opportunities for students. Work-based learning may include career development experiences or skill development experiences, including activities designed to improve coordination of work-based learning with school-based learning.

6PREPARATORY SERVICES

6.1 GUIDANCE/RECRUITMENT

All Tech Prep projects must provide preparatory services that assist all populations to participate in Tech Prep education programs. Preparatory services may take the form of career development and guidance activities and recruitment. Tech Prep includes activities to ensure that Tech Prep students have an opportunity to become aware of the full range of career options, and can make informed career choices. An Individualized Career Plan (ICP) is required to be a Tech Prep student.

6.2 PARENTAL SUPPORT

The Tech Prep consortium provides information and services to parents by assisting them to fully understand and to assist their child to make informed decisions about Tech Prep.

Attachment B Project Profile Worksheet

Please provide the information requested in the *Project Profile Worksheet* regarding the background and structures of your Tech Prep consortium. Rather than requesting Consortia to only provide information in areas where changes have occurred as in years past, we are requiring updated Project Profiles for all Consortia for FY 2007.

1. Consortium Structure

1. Name and address of the consortium fiscal agent.
- 1.2 Names, addresses, phone numbers and e-mail addresses of the consortium director and coordinator.
- 1.3 Indicate the members of the consortium decision-making team and their affiliation (NOTE: a consortium organizational chart must be updated annually and kept on file with the consortium director). At a minimum, the decision-making team must include representation from:
 - community college(s)
 - secondary school(s)
 - Education for Employment system(s)
 - private sector stakeholders
 - In addition, membership should include secondary and postsecondary academic and technical instructors, counselors and other educational and community leaders.
- 1.4 Describe the process by which consensus is achieved between consortium partners regarding program and funding issues.
- 1.5 Describe the process by which input is sought from Tech Prep stakeholders (including higher education, business, labor, and parents) when developing Tech Prep programs.
- 1.6 Describe how the consortium is addressing the issue of resource development and long-term program sustainability.
- 1.7 In order to be eligible to receive Tech Prep funds from the consortium, the following information must be provided for each educational partner (i.e., high schools, community college and/or area career centers):
 - 1.7(A) Names and positions/teaching areas of local Tech Prep team members. The team must include academic and technical instructors, counselors and administrators.
 - 1.7(B) Description of the process used to identify, report and track Tech Prep students at the institution (must be in compliance with the Program Definitions found on pages 2 and 3 of these guidelines).

1. Program Components

- 2.1 Provide the consortium's definition of a Tech Prep student. Include specific definitions for secondary and postsecondary Tech Prep participation.
- 2.2 Describe how Tech Prep students are identified within your consortium. Include the specific methods used to:
 - identify secondary Tech Prep students (include how this information is shared with the community college);
 - identify postsecondary Tech Prep students (include how this information is utilized by the community college);
 - track and measure Tech Prep student progress, specifically including how student success is tracked from secondary to.

Attachment C Tech Prep Annual Plan Worksheet

Component #1 - CONSORTIUM-LEVEL ARTICULATION

1.1 ARTICULATION

All Tech Prep programs must be carried out under articulation agreements between secondary and postsecondary institutions. A process must be in place to accurately identify and follow students from secondary to postsecondary Tech Prep programs, and systematically collect information about activities and outcomes for use to improve program effectiveness.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment C Tech Prep Annual Plan Worksheet

Component #1 - CONSORTIUM-LEVEL ARTICULATION
1.2 SECONDARY AND POSTSECONDARY COLLABORATION

Tech Prep programs require strong collaboration among administrators, faculty, counselors and other key staff to ensure cohesive curricular connections between secondary schools and postsecondary institutions. These efforts include the provision of leadership from community colleges in ongoing implementation of local Tech Prep initiatives.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team’s findings should be marked in **bold print**

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment C Tech Prep Annual Plan Worksheet

Component #1 - CONSORTIUM-LEVEL ARTICULATION

1.3 BUSINESS/LABOR/COMMUNITY INVOLVEMENT

The Tech Prep program involves business, labor, and community organizations in curriculum development, inservice training, and other key processes associated with Tech Prep implementation, in addition to school-based and work-based learning experiences.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment C Tech Prep Annual Plan Worksheet**Component #2 -TECH PREP PROGRAM SEQUENCES**

All Tech Prep programs must have a sequence of appropriate advanced academic and technical courses that provides preparation for a Tech Prep Occupation. Sequences must be non-duplicative and endeavor to reduce the need for remediation. Emphasis should be placed on developing student incentives for sequence participation and/or completion (e.g., articulated credit, credit-in-escrow, dual credit, etc.) when appropriate. Various combinations of sequential course work can be provided, but at a minimum sequences must include two years of secondary school and two years of postsecondary education designed to lead to an Associate in Applied Science degree (A.A.S.). Programs may begin as early as the 9th grade and may also articulate from a community college to a four-year college/university. Apprenticeships of at least two years following secondary education are another option allowed by law.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment C Tech Prep Annual Plan Worksheet**Component #3 - INSERVICE TRAINING**

All Tech Prep projects must include inservice training for secondary and postsecondary instructors and counselors. Inservice training includes any type of appropriate professional development processes provided by the consortium, particularly those focused on enhancing the Tech Prep components.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment CTech Prep Annual Plan Worksheet

Component #4 - EQUAL ACCESS FOR SPECIAL POPULATIONS

All Tech Prep projects must provide equal access to the full range of Tech Prep educational programs to individuals who are members of special populations. According to Perkins III [section 3(23)], special populations are defined as *“individuals with disabilities, economically disadvantaged individuals (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency.”*

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team’s findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment C Tech Prep Annual Plan Worksheet**Component #5 - LINKAGES/INNOVATION****5.1 CURRICULUM DEVELOPMENT**

All Tech Prep program curricula must be aligned with the Illinois Learning Standards (ILS), Occupational Skill Standards (OSS) (where available), Workplace Skills, and Career Development competencies. This curriculum must include applied methodology that integrates academic and technical coursework.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment C Tech Prep Annual Plan Worksheet

Component #5 - LINKAGES/INNOVATION
5.2 WORK-BASED LEARNING EXPERIENCES

All Tech Prep programs must include work-based learning opportunities for students. Work-based learning may include career development experiences or skill development experiences, including activities designed to improve coordination of work-based learning with school-based learning.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment C Tech Prep Annual Plan Worksheet

**Component #6 - PREPARATORY SERVICES
6.1 GUIDANCE AND RECRUITMENT**

All Tech Prep projects must provide preparatory services that assist all populations to participate in Tech Prep education programs. Preparatory services may take the form of career development and guidance activities and recruitment. Tech Prep includes activities to ensure that Tech Prep students have an opportunity to become aware of the full range of career options, and can make informed career choices. An Individualized Career Plan (ICP) is required to be a Tech Prep student.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment C Tech Prep Annual Plan Worksheet

Component #6 - PREPARATORY SERVICES
6.2 PARENTAL SUPPORT

The Tech Prep consortium provides information and services to parents by assisting them to fully understand and to assist their child to make informed decisions about Tech Prep.

Activities	Anticipated Results	Budgeted Amount (in \$)	Funding Source	Responsible Person	Outcome (for reporting purposes)
1.		\$			
2.		\$			
3.		\$			
4.		\$			
5.		\$			
6.		\$			
7.		\$			
8.		\$			
9.		\$			
10.		\$			

(add or subtract rows as necessary)

On-Site Review Follow-Up

Consortia must address the recommendations of their most recent Tech Prep on-site review visit in their annual plan. Activities that have been initiated as a result of the review team's findings should be marked in **bold print**.

NOTE: The OUTCOME column is to be completed for the FY07 Tech Prep Consortium Final Programmatic Report only.

Attachment D

FUNCTIONAL EXPENDITURE CATEGORIES (A-H)

	EXPENDITURE ACCOUNTS (1-9)	<i>Salaries</i>	Employee Benefits	<i>Contractual Services</i>	<i>General Materials & Supplies</i>	<i>Travel Expenses</i>	<i>Capital Outlay</i>	<i>Other Expenditures*</i>	TOTAL
1	<i>Consortium-Level Articulation</i>								
2	<i>Tech Prep Program Sequences</i>								
3	<i>Inservice Training</i>								
4	<i>Equal Access for Special Populations</i>								
5	<i>Linkages/Innovations</i>								
6	<i>Preparatory Services</i>								
7	<i>General Administration**</i>								
8	<i>Payments to Consortium Educational Partners</i>								
9	TOTAL COSTS								

*Attach a short description of any costs listed under Column G (OTHER EXPENDITURES)

** General Administration costs may not exceed 5% of the consortium's total federal allocation

Payments to consortium educational partners (i.e., transits) must be listed under line 8 and must be accompanied by a Transit Entity Annual Plan and Budget Worksheet (Attachment E).

Costs planned in the eight Expenditure Accounts (i.e., the six Components, general administration, and Payments to Consortium educational Partners) should be applied to the specific Functional Expenditure Categories provided. For further, more specific expenditure definitions, please consult pages 24-33 of the July 2000 ICCB Fiscal Management Manual (available online at <http://www.iccb.state.il.us/HTML/pdf/manuals/fmm2000.pdf>). PLEASE NOTE: Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Tech Prep funds.

Budget Modification Process

Budget modifications of up to 20% or \$2,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$2000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

Consortium Name/Number

Signature of Consortium Director

date

Attachment E
Fiscal Year 2007 Transit Entity Annual Plan and Budget Worksheet

CONSORTIUM _____

TRANSIT ENTITY _____

- Each transit entity receiving funds from the Tech Prep consortium must complete a separate worksheet.
- Each specific activity should only be listed once. If an activity addresses more than one Component, it may be noted within the original activity description.
- Each transit entity does not necessarily have to address all six Components. Consult Attachment A for more specific information on the Components.

Transit Entity FY 2007 Budget \$ _____

Transit Entity Contact Name/e-mail _____

TECH PREP COMPONENTS	SUPPORTING ACTIVITIES	BUDGET
<u>1. Consortium-Level Articulation</u>		
<u>1.1 Articulation</u>		\$
<u>1.2 Sec-Postsec Collaboration</u>		\$
<u>1.3 Business/Labor Involvement</u>		\$
<u>2. Program Sequences</u>		\$
<u>3. Inservice Training</u>		\$
<u>4. Equal Access for Special Pops</u>		\$
<u>5. Linkages/Innovations</u>		
<u>5.1 Curriculum Development</u>		\$
<u>5.2 Work-Based Learning</u>		\$
<u>6. Preparatory Services</u>		
<u>6.1 Guidance and Recruitment</u>		\$
<u>6.2 Parental Support</u>		\$

PLEASE NOTE: In addition to the Annual Plan and Budget worksheet, each transit entity must provide the following information to be eligible to receive Tech Prep funds from the consortium:

- Names and position/teaching areas of Tech Prep team members from the transit entity (school, community college or area career center). The team must include academic and technical instructors, counselors and administrators.
- Description of the process used to identify, report and track Tech Prep students at the institution (must be in compliance with the Program Definitions found on page 2 of these guidelines).

Grant Proposal Check List

Please provide the following information on the cover of your FY 2007 Tech Prep proposal:

- Consortium Name
- Consortium Number
- Consortium Address
- Consortium Fiscal Agent (Entity Name)
- Consortium Director Name
- Consortium Director E-mail
- Consortium Director Phone number

To avoid delays, please ensure that the following five items are complete and included as part of your fiscal year 2007 Tech Prep Consortium proposal (one original and three copies):

1. Grant Proposal Cover Sheet
2. Project Profile Worksheet (Attachment B)
 - Note: Rather than requesting Consortia to only provide information in areas where changes have occurred as in years past, we are requiring updated Project Profiles for all Consortia for FY 2007.
3. Tech Prep Annual Plan Worksheets (Attachment C)
4. Fiscal Year 2007 Tech Prep Consortium Budget Worksheet (Attachment D)
 - General Administration Costs may not exceed 5% of the total consortium grant allocation
 - Any costs listed under the Other Expenditures category must be accompanied by a description of the expense
 - Budget Worksheet form is signed by Consortium Director

Submit one original and three copies of your
FY 2007 proposal by May 16, 2007 to:

The Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701
ATTN: Andy Read

5. Fiscal Year 2007 Transit Entity Annual Plan and Budget Worksheet(s) (Attachment E)
 - Payments to consortium educational partners (i.e., transits) must be listed under line 8 of the Consortium Budget Worksheet and must be accompanied by a Transit Entity Annual Plan and Budget Worksheet

Attachment H
Fiscal Year 2007 Tech Prep Consortium Final Reports

By August 15, 2007, Tech Prep Consortia are required to submit the following final reports:

- 1) **Fiscal Year 2007 Tech Prep Consortium Final Programmatic Report**
The format and requirements of the Fiscal Year 2007 Tech Prep Consortium Final Programmatic Report will be supplied under separate cover at a later date. Four copies of the report, covering the period from July 1, 2006 - June 30, 2007, will be due to the Illinois Community College Board by August 15, 2007. The ICCB will distribute copies to the University of Illinois Office of Community College Research and Leadership (for research purposes only) and the Illinois Office Education Services (for public access and review).

- 2) **Final Fiscal Report**
Final fiscal information related to the FY 2007 federal Tech Prep grant will be collected electronically by the ICCB in a format to be released at a later date. This information must be submitted electronically by August 15, 2007 and followed up with a signed hard copy.

Attachment J
Illinois Community College board
Tech Prep Staff Contact Information

For information questions or concerns regarding Tech Prep, please contact
the Illinois Community College Board Tech Prep team at
techprepteam@iccb.state.il.us

401 East Capitol Avenue
Springfield, IL 62701-1711
Fax: 217.785.0090

TECH PREP LEADERSHIP TEAM

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Andy Read

Asst. Director of Career & Technical Education

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Snr. Director for Program Planning/Accountability

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Becky Sanders

Office Manager (LLCC Office)

Phone: 217.785.0081

E-mail: bsanders@iccb.state.il.us

PERFORMANCE INDICATOR/DATA INFO

Scott Parke

Snr. Director for Policy Studies

Phone: 217.785.0154

E-mail: sparke@iccb.state.il.us

TECH PREP REGIONAL CONSULTANTS

Terry Clark

Southern Region

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E-mail: terryclark2002@hotmail.com

Attachment J
Illinois Community College board
Tech Prep Staff Contact Information cont.

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Dan Segebarth
Northern Region
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E-mail: louseg@aol.com

FUNDING AND DISBURSEMENTS

Ellen Andres
Chief Operating Officer
Phone: 217.785.0085
E-mail: eandres@iccb.state.il.us

Ed Smith
Snr. Director for System Finances
Phone: 217.785.0173
E-mail: esmith@iccb.state.il.us

Carl D. Perkins Act of 1998

Consolidated Annual Report for FY 2007

Data Tables

Vocational-Technical Education Basic Grant Student Enrollment Form

State: Illinois

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit. & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt, & Admin	Education & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	Adult	Male	4831	210	424	0	1132	0	0	0	69	204	901	0	0	1603	26	0	262
3	Adult	Female	3619	62	1	0	1273	0	0	0	802	121	472	0	0	829	31	0	28
4	Adult	Gender Unknown	N/P																
5	Adult	Total	8450	272	425	0	2405	0	0	0	871	325	1373	0	0	2432	57	0	290
6	Adult	American Indian or Alaska Native	4	0	0	0	3	0	0	0	0	0	0	0	0	1	0	0	0
7	Adult	Asian or Pacific Islander	62	0	1	0	31	0	0	0	3	1	3	0	0	20	0	0	3
8	Adult	Black, non-Hispanic	2399	68	181	0	692	0	0	0	138	99	462	0	0	640	9	0	110
9	Adult	Hispanic	490	15	24	0	128	0	0	0	13	14	73	0	0	126	1	0	96
10	Adult	White, non-Hispanic	5474	187	219	0	1545	0	0	0	710	211	833	0	0	1641	47	0	81
11	Adult	Unknown/Other	21	2	0	0	6	0	0	0	7	0	2	0	0	4	0	0	0
12	Adult	Individuals With Disabilities	4515	199	103	0	656	0	0	0	0	166	1045	0	0	2317	15	0	14
13	Adult	Economically Disadvantaged	133	0	0	0	1	0	0	0	121	0	1	0	0	10	0	0	0
14	Adult	Nontraditional Enrollees	151	5	0	0	0	0	0	0	15	0	131	0	0	0	0	0	0
15	Adult	Single Parents	60	0	0	0	0	0	0	0	60	0	0	0	0	0	0	0	0
16	Adult	Displaced Homemakers	11	0	0	0	1	0	0	0	10	0	0	0	0	0	0	0	0
17	Adult	Other Educational Barriers	673	10	152	0	161	0	0	0	25	62	153	0	0	10	0	0	100
18	Adult	Limited English Proficient	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Adult	Migrant	N/P																
20	Adult	Total Special Populations	5543	214	255	0	819	0	0	0	231	228	1330	0	0	2337	15	0	114

Comment: Other Educational Barriers is made up of academically disadvantaged students.

Vocational-Technical Education Basic Grant Student Enrollment Form

State: Illinois

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	PostSec	Male	116536	3041	8611	675	5336	143	222	2002	21886	916	11013	5109	10078	7604	10502	20844	8554
3	PostSec	Female	134129	2522	826	462	10535	682	270	1613	62998	1294	22721	2494	5570	1231	13608	6725	578
4	PostSec	Gender Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	PostSec	Total	250665	5563	9437	1137	15871	825	492	3615	84884	2210	33734	7603	15648	8835	24110	27569	9132
6	PostSec	American Indian or Alaska Native	8314	101	208	42	771	19	57	36	3105	481	822	471	206	171	704	460	660
7	PostSec	Asian or Pacific Islander	764	14	30	3	55	0	2	7	254	5	90	20	50	24	80	78	52
8	PostSec	Black, non-dary Hispanic	32547	622	1095	148	2431	143	49	1077	10705	398	5511	994	2104	845	3287	1455	1683
9	PostSec	Hispanic	17909	319	1012	111	1894	88	46	634	4077	369	2461	571	1812	646	1533	1433	903
10	PostSec	White, non-dary Hispanic	190403	4495	7064	821	10633	553	338	1760	66604	937	24759	5507	11450	7138	18448	24081	5815
11	PostSec	Unknown/Other	728	12	28	12	87	22	0	101	139	20	91	40	26	11	58	62	19
12	PostSec	Individuals With Disabilities	4300	213	197	67	420	71	7	7	1051	48	898	281	394	123	176	114	233
13	PostSec	Economically Disadvantaged	32695	730	1193	210	3573	193	58	50	13913	303	4075	1404	2764	733	1091	923	1482
14	PostSec	Nontraditional Enrollees	15960	655	185	62	5710	128	0	0	2401	0	996	0	3342	1300	482	168	521
15	PostSec	Single Parents	5770	58	222	17	411	52	15	4	2357	171	1068	168	383	114	218	155	357
16	PostSec	Displaced Homemakers	780	4	12	1	82	3	5	0	388	14	116	20	59	13	37	11	15
17	PostSec	Other Educational Barriers	32575	1010	1609	279	3846	169	121	449	9297	296	3956	1481	3437	1131	2383	876	2235
18	PostSec	Limited English Proficient	4620	40	164	19	781	24	58	235	862	44	613	200	219	69	374	213	705
19	PostSec	Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	PostSec	Total Special Populations	96700	2710	3582	655	14823	640	264	745	30269	876	11722	3554	10598	3483	4761	2460	5548

Comment: Academically disadvantaged is the other educational barrier.

Vocational-Technical Education Basic Grant Student Enrollment Form

State: Illinois

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	Secondary	Male	183647	11064	14518	3538	54736	64	57	2	899	4402	26286	2791	1405	30300	11938	134	21001
3	Secondary	Female	156762	6397	1615	2741	52205	165	89	2	5663	5908	58647	1650	755	7865	10786	41	2111
4	Secondary	Gender Unknown	N/P																
5	Secondary	Total	340409	17461	16133	6279	106941	229	146	4	6562	10310	84933	4441	2160	38165	22724	175	23112
6	Secondary	American Indian or Alaska Native	693	53	27	14	193	2	0	0	8	22	187	13	8	76	46	1	43
7	Secondary	Asian or Pacific Islander	10226	102	221	124	3925	3	6	0	235	186	2435	197	65	1181	853	1	679
8	Secondary	Black, non-Hispanic	59407	9911	2650	1955	23071	20	16	0	2023	2873	12343	872	347	4675	4319	36	3198
9	Secondary	Hispanic	46479	813	2053	1119	15865	12	15	0	917	1209	9690	562	445	5512	3832	4	4391
10	Secondary	White, non-Hispanic	221804	15550	11122	3042	63310	190	108	4	3357	5985	59743	2788	1292	26514	13514	132	14679
11	Secondary	Unknown/Other	1800	32	60	25	577	2	1	0	22	35	535	9	3	207	160	1	122
12	Secondary	Individuals With Disabilities	43478	2632	2814	780	10063	82	9	0	589	2100	13047	394	308	4799	2072	23	3689
13	Secondary	Economically Disadvantaged	99274	4098	4735	2626	35799	57	33	0	2710	3593	21658	1503	745	9820	5341	70	6314
14	Secondary	Nontraditional Enrollees	3895	1184	206	0	9	64	0	0	22	0	236	0	375	1330	1	0	468
15	Secondary	Single Parents	1338	44	27	12	238	6	0	0	57	86	537	11	4	33	257	0	25
16	Secondary	Displaced Homemakers	7	1	0	0	1	0	0	0	0	0	3	1	0	1	0	0	0
17	Secondary	Other Educational Barriers	81154	3865	4291	2307	27330	61	23	0	1617	3150	17122	1419	722	8505	4689	74	5832
18	Secondary	Limited English Proficient	5637	95	183	107	2537	2	2	0	80	121	1030	68	39	562	435	0	371
19	Secondary	Migrant	N/P																
20	Secondary	Total Special Populations	234783	11919	12256	5832	75977	272	67	0	5075	9050	53633	3396	2193	25050	12795	167	16699

Comment: Other Educational Barriers is made up of academically disadvantaged students.

Vocational-Technical Education Tech Prep Student Enrollment Form

State:

Program Year:

Row	Level	Student population	Grand Total (Unduplic	Agri., Food, & Nat.	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt. , & Admin	Education , & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitalit y & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact. , Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	Adult	Male																
3	Adult	Female																
4	Adult	Gender Unknown																
5	Adult	Total																
6	Adult	American Indian or Alaska Native																
7	Adult	Asian or Pacific Islander																
8	Adult	Black, non-Hispanic																
9	Adult	Hispanic																
10	Adult	White, non-Hispanic																
11	Adult	Unknown/Other																
12	Adult	Individuals With Disabilities																
13	Adult	Economically Disadvantaged																
14	Adult	Nontraditional Enrollees																
15	Adult	Single Parents																
16	Adult	Displaced Homemakers																
17	Adult	Other Educational Barriers																
18	Adult	Limited English Proficient																
19	Adult	Migrant																
20	Adult	Total Special Populations																

Comment:

Vocational-Technical Education Tech Prep Student Enrollment Form

State: Illinois

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	PostSec	Male	970	57	90	18	126	0	0	0	20	0	30	24	59	327	36	8	175
3	PostSec	Female	664	42	6	15	156	2	0	0	192	0	131	3	26	43	36	0	12
4	PostSec	Gender Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	PostSec	Total	1634	99	96	33	282	2	0	0	212	0	161	27	85	370	72	8	187
6	PostSec	American Indian or Alaska Native	5	0	0	0	0	0	0	0	2	0	0	1	0	1	1	0	0
7	PostSec	Asian or Pacific Islander	22	0	1	0	2	0	0	0	4	0	4	0	0	9	2	0	0
8	PostSec	Black, non-dary Hispanic	149	10	2	11	36	0	0	0	18	0	23	5	7	12	14	0	11
9	PostSec	Hispanic	102	3	2	5	15	0	0	0	19	0	7	2	7	17	5	1	19
10	PostSec	White, non-dary Hispanic	1338	85	91	17	227	2	0	0	163	0	123	19	70	328	50	7	156
11	PostSec	Unknown/Other	18	1	0	0	2	0	0	0	6	0	4	0	1	3	0	0	1
12	PostSec	Individuals With Disabilities	22	0	0	0	2	0	0	0	1	0	4	1	3	6	0	0	5
13	PostSec	Economically Disadvantaged	24	1	0	0	8	0	0	0	1	0	1	0	3	2	0	0	8
14	PostSec	Nontraditional Enrollees	189	13	4	0	8	0	0	0	10	0	8	0	27	30	4	3	82
15	PostSec	Single Parents	3	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1
16	PostSec	Displaced Homemakers	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
17	PostSec	Other Educational Barriers	217	18	12	21	29	0	0	0	26	0	46	1	10	19	20	3	12
18	PostSec	Limited English Proficient	32	2	2	0	5	1	0	0	3	0	2	6	0	7	0	0	4
19	PostSec	Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	PostSec	Total Special Populations	488	34	18	21	53	1	0	0	42	0	61	8	43	65	24	6	112

Comment: Academically disadvantaged is the other educational barrier.

Vocational-Technical Education Tech Prep Student Enrollment Form

State: Illinois

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	Secondary	Male	44619	2374	3128	1255	12014	37	17	9	661	2068	829	2069	1243	8053	2625	1071	7154
3	Secondary	Female	36061	1534	332	1280	11283	139	12	41	4797	2736	8105	719	700	1558	2145	133	546
4	Secondary	Gender Unknown	N/P																
5	Secondary	Total	80680	3908	3460	2535	23297	176	29	50	5458	4804	8934	2788	1943	9611	4770	1204	7700
6	Secondary	American Indian or Alaska Native	138	6	1	4	41	0	0	0	8	11	18	9	5	9	8	1	17
7	Secondary	Asian or Pacific Islander	2215	24	48	68	939	2	0	1	119	141	187	140	5	254	133	10	144
8	Secondary	Black, non-Hispanic	14286	426	313	220	5926	30	3	3	1159	1388	1538	289	135	999	734	49	1074
9	Secondary	Hispanic	10280	544	382	192	3328	10	3	1	460	474	1192	278	84	1269	751	83	1229
10	Secondary	White, non-Hispanic	53544	2900	2710	2049	12986	134	23	45	3703	2781	5972	2067	1709	7044	3127	1056	5225
11	Secondary	Unknown/Other	217	8	6	2	77	0	0	0	9	9	27	5	5	36	17	5	11
12	Secondary	Individuals With Disabilities	10200	534	734	261	2360	12	0	2	418	695	1230	299	289	1209	607	119	1431
13	Secondary	Economically Disadvantaged	22184	1088	789	388	7526	56	6	14	1968	1241	2415	663	394	2237	884	203	2310
14	Secondary	Nontraditional Enrollees	3342	512	38	40	784	37	0	0	171	0	163	0	351	756	63	17	410
15	Secondary	Single Parents	348	11	5	7	84	1	0	0	57	19	103	8	10	9	4	1	29
16	Secondary	Displaced Homemakers	5	1	0	0	1	0	0	0	0	0	0	2	0	0	0	0	1
17	Secondary	Other Educational Barriers	19241	1121	885	297	5923	26	1	8	1114	1326	2058	553	391	2038	1080	183	2236
18	Secondary	Limited English Proficient	1259	30	24	38	558	0	0	0	38	47	124	36	6	139	102	16	101
19	Secondary	Migrant	N/P																
20	Secondary	Total Special Populations	56579	3297	2475	1031	17236	132	7	24	3766	3328	6093	1561	1441	6388	2740	539	6518

Comment: Other Educational Barriers is made up of academically disadvantaged students.

PostSecondary - Core Indicator 1: Attainment of Academic Skills (Academic Attainment) (1p1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	17700	26601	66.73%	66.54%	D
2	Male	6600	11087		59.53%	
3	Female	11100	15514		71.55%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	65	101		64.36%	
6	Asian or Pacific Islander	439	690		63.62%	
7	Black, non-Hispanic	2319	3755		61.76%	
8	Hispanic	1095	1699		64.45%	
9	White, non-Hispanic	13715	20243		67.75%	
10	Unknown/Other	67	113		59.29%	
11	Individuals With Disabilities	519	804		64.55%	
12	Economically Disadvantaged	5882	8623		68.21%	
13	Single Parents	797	1191		66.92%	
14	Displaced Homemakers	171	234		73.08%	
15	Other Educational Barriers	3083	4842		63.67%	
16	Limited English Proficient	303	472		64.19%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	985	1567		62.86%	
19	TECH PREP	1115	1604		69.51%	

Comment: Academically disadvantaged is the other educational barrier.

PostSecondary - Core Indicator 1: Attainment of Vocational Skills (Skill Attainment) (1p2)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	17700	26601	66.73%	66.54%	D
2	Male	6600	11087		59.53%	
3	Female	11100	15514		71.55%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	65	101		64.36%	
6	Asian or Pacific Islander	439	690		63.62%	
7	Black, non-Hispanic	2319	3755		61.76%	
8	Hispanic	1095	1699		64.45%	
9	White, non-Hispanic	13715	20243		67.75%	
10	Unknown/Other	67	113		59.29%	
11	Individuals With Disabilities	519	804		64.55%	
12	Economically Disadvantaged	5882	8623		68.21%	
13	Single Parents	797	1191		66.92%	
14	Displaced Homemakers	171	234		73.08%	
15	Other Educational Barriers	3083	4842		63.67%	
16	Limited English Proficient	303	472		64.19%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	985	1567		62.86%	
19	TECH PREP	1115	1604		69.51%	

Comment: Academically disadvantaged is the other educational barrier.

Secondary - Core Indicator 1: Attainment of Academic Skills (Academic Attainment) (1s1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	28352	29781	95.00%	95.20%	E
2	Male	15612	16489		94.68%	
3	Female	12740	13292		95.85%	
4	Gender Unknown	N/P	N/P		XXX%	
5	American Indian or Alaska Native	52	55		94.55%	
6	Asian or Pacific Islander	599	622		96.30%	
7	Black, non-Hispanic	5429	5900		92.02%	
8	Hispanic	3361	3595		93.49%	
9	White, non-Hispanic	18845	19539		96.45%	
10	Unknown/Other	66	70		94.29%	
11	Individuals With Disabilities	4648	5055		91.95%	
12	Economically Disadvantaged	8850	9384		94.31%	
13	Single Parents	204	239		85.36%	
14	Displaced Homemakers	4	4		100.00%	
15	Other Educational Barriers	8647	9270		93.28%	
16	Limited English Proficient	264	289		91.35%	
17	Migrant	N/P	N/P		XXX%	
18	Nontraditional Enrollees	1059	1099		96.36%	
19	TECH PREP	11494	12050		95.39%	

Comment: Other Educational Barriers is made up of academically disadvantaged students.

Secondary - Core Indicator 1: Attainment of Vocational Skills (Skill Attainment) (1s2)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	28352	29781	95.00%	95.20%	E
2	Male	15612	16489		94.68%	
3	Female	12740	13292		95.85%	
4	Gender Unknown	N/P	N/P		XXX%	
5	American Indian or Alaska Native	52	55		94.55%	
6	Asian or Pacific Islander	599	622		96.30%	
7	Black, non-Hispanic	5429	5900		92.02%	
8	Hispanic	3361	3595		93.49%	
9	White, non-Hispanic	18845	19539		96.45%	
10	Unknown/Other	66	70		94.29%	
11	Individuals With Disabilities	4648	5055		91.95%	
12	Economically Disadvantaged	8850	9384		94.31%	
13	Single Parents	204	239		85.36%	
14	Displaced Homemakers	4	4		100.00%	
15	Other Educational Barriers	8647	9270		93.28%	
16	Limited English Proficient	264	289		91.35%	
17	Migrant	N/P	N/P		XXX%	
18	Nontraditional Enrollees	1059	1099		96.36%	
19	TECH PREP	11494	12050		95.39%	

Comment: Other Educational Barriers is made up of academically disadvantaged students.

PostSecondary - Core Indicator 2: Diploma/Credential (Completion) (2p1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	14807	26601	55.35%	55.66%	E
2	Male	5358	11087		48.33%	
3	Female	9449	15514		60.91%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	53	101		52.48%	
6	Asian or Pacific Islander	345	690		50.00%	
7	Black, non-Hispanic	1797	3755		47.86%	
8	Hispanic	884	1699		52.03%	
9	White, non-Hispanic	11676	20243		57.68%	
10	Unknown/Other	52	113		46.02%	
11	Individuals With Disabilities	412	804		51.24%	
12	Economically Disadvantaged	5011	8623		58.11%	
13	Single Parents	656	1191		55.08%	
14	Displaced Homemakers	149	234		63.68%	
15	Other Educational Barriers	2382	4842		49.19%	
16	Limited English Proficient	237	472		50.21%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	794	1567		50.67%	
19	TECH PREP	894	1604		55.74%	

Comment: Academically disadvantaged is the other educational barrier.

Secondary - Core Indicator 2: Diploma/Credential (Completion) (2s1)

State: Illinois

Program Year: 2006-2007

<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1 Grand Total	28352	29781	95.00%	95.20%	E
2 Male	15612	16489		94.68%	
3 Female	12740	13292		95.85%	
4 Gender Unknown	N/P	N/P		XXX%	
5 American Indian or Alaska Native	52	55		94.55%	
6 Asian or Pacific Islander	599	622		96.30%	
7 Black, non-Hispanic	5429	5900		92.02%	
8 Hispanic	3361	3595		93.49%	
9 White, non-Hispanic	18845	19539		96.45%	
10 Unknown/Other	66	70		94.29%	
11 Individuals With Disabilities	4648	5055		91.95%	
12 Economically Disadvantaged	8850	9384		94.31%	
13 Single Parents	204	239		85.36%	
14 Displaced Homemakers	4	4		100.00%	
15 Other Educational Barriers	8647	9270		93.28%	
16 Limited English Proficient	264	289		91.35%	
17 Migrant	N/P	N/P		XXX%	
18 Nontraditional Enrollees	1059	1099		96.36%	
19 TECH PREP	11494	12050		95.39%	

Comment: Other Educational Barriers is made up of academically disadvantaged students.

Secondary - Core Indicator 2: Credential Attainment (Diploma) (2s2)

State: Illinois

Program Year: 2006-2007

<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1 Grand Total	28352	29781		95.20%	
2 Male	15612	16489		94.68%	
3 Female	12740	13292		95.85%	
4 Gender Unknown	N/P	N/P		XXX%	
5 American Indian or Alaska Native	52	55		94.55%	
6 Asian or Pacific Islander	599	622		96.30%	
7 Black, non-Hispanic	5429	5900		92.02%	
8 Hispanic	3361	3595		93.49%	
9 White, non-Hispanic	18845	19539		96.45%	
10 Unknown/Other	66	70		94.29%	
11 Individuals With Disabilities	4648	5055		91.95%	
12 Economically Disadvantaged	8850	9384		94.31%	
13 Single Parents	204	239		85.36%	
14 Displaced Homemakers	4	4		100.00%	
15 Other Educational Barriers	8647	9270		93.28%	
16 Limited English Proficient	264	289		91.35%	
17 Migrant	N/P	N/P		XXX%	
18 Nontraditional Enrollees	1059	1099		96.36%	
19 TECH PREP	11494	12050		95.39%	

Comment: Other Educational Barriers is made up of academically disadvantaged students.

PostSecondary - Core Indicator 3: Placement and Retention (Total Placement) (3p1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	23381	30186	78.38%	77.46%	D
2	Male	9581	13331		71.87%	
3	Female	13800	16855		81.87%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	88	126		69.84%	
6	Asian or Pacific Islander	1133	1851		61.21%	
7	Black, non-Hispanic	3528	5026		70.19%	
8	Hispanic	1969	2529		77.86%	
9	White, non-Hispanic	16530	20460		80.79%	
10	Unknown/Other	133	194		68.56%	
11	Individuals With Disabilities	504	675		74.67%	
12	Economically Disadvantaged	5521	7181		76.88%	
13	Single Parents	882	1201		73.44%	
14	Displaced Homemakers	139	195		71.28%	
15	Other Educational Barriers	3035	3792		80.04%	
16	Limited English Proficient	393	648		60.65%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	1783	2283		78.10%	
19	TECH PREP	1000	1219		82.03%	

Comment: Academically disadvantaged is the other educational barrier.

Postsecondary - Core Indicator 3: Placement and Retention (Employment & Military) (3p1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	20781	30186		68.84%	
2	Male	8260	13331		61.96%	
3	Female	12521	16855		74.29%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	70	126		55.56%	
6	Asian or Pacific Islander	1001	1851		54.08%	
7	Black, non-Hispanic	2910	5026		57.90%	
8	Hispanic	1750	2529		69.20%	
9	White, non-Hispanic	14934	20460		72.99%	
10	Unknown/Other	116	194		59.79%	
11	Individuals With Disabilities	416	675		61.63%	
12	Economically Disadvantaged	4820	7181		67.12%	
13	Single Parents	793	1201		66.03%	
14	Displaced Homemakers	113	195		57.95%	
15	Other Educational Barriers	2673	3792		70.49%	
16	Limited English Proficient	340	648		52.47%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	1505	2283		65.92%	
19	TECH PREP	922	1219		75.64%	

Comment: Academically disadvantaged is the other educational barrier.

Postsecondary - Core Indicator 3: Placement and Retention (Education/Advanced Training) (3p1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	9043	30186		29.96%	
2	Male	3727	13331		27.96%	
3	Female	5316	16855		31.54%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	43	126		34.13%	
6	Asian or Pacific Islander	372	1851		20.10%	
7	Black, non-Hispanic	1525	5026		30.34%	
8	Hispanic	814	2529		32.19%	
9	White, non-Hispanic	6236	20460		30.48%	
10	Unknown/Other	53	194		27.32%	
11	Individuals With Disabilities	243	675		36.00%	
12	Economically Disadvantaged	2455	7181		34.19%	
13	Single Parents	333	1201		27.73%	
14	Displaced Homemakers	64	195		32.82%	
15	Other Educational Barriers	1450	3792		38.24%	
16	Limited English Proficient	160	648		24.69%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	748	2283		32.76%	
19	TECH PREP	340	1219		27.89%	

Comment: Academically disadvantaged is the other educational barrier.

PostSecondary - Core Indicator 3: Placement and Retention (Retention) (3p2)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	19632	20718	93.80%	94.76%	E
2	Male	7731	8165		94.68%	
3	Female	11901	12553		94.81%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	66	77		85.71%	
6	Asian or Pacific Islander	981	1045		93.88%	
7	Black, non-Hispanic	2718	2915		93.24%	
8	Hispanic	1656	1734		95.50%	
9	White, non-Hispanic	14105	14837		95.07%	
10	Unknown/Other	106	110		96.36%	
11	Individuals With Disabilities	400	422		94.79%	
12	Economically Disadvantaged	4598	4886		94.11%	
13	Single Parents	757	811		93.34%	
14	Displaced Homemakers	119	129		92.25%	
15	Other Educational Barriers	2518	2681		93.92%	
16	Limited English Proficient	309	325		95.08%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	1394	1468		94.96%	
19	TECH PREP	853	898		94.99%	

Comment: Academically disadvantaged is the other educational barrier.

Secondary - Core Indicator 3: Placement and Retention (Total Placement) (3s1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	19252	25594	75.23%	75.22%	D
2	Male	10490	14067		74.57%	
3	Female	8762	11527		76.01%	
4	Gender Unknown	N/P	N/P		XXX%	
5	American Indian or Alaska Native	29	38		76.32%	
6	Asian or Pacific Islander	386	480		80.42%	
7	Black, non-Hispanic	3120	4961		62.89%	
8	Hispanic	2030	2816		72.09%	
9	White, non-Hispanic	13687	17299		79.12%	
10	Unknown/Other	0	0		XXX%	
11	Individuals With Disabilities	2572	3927		65.50%	
12	Economically Disadvantaged	5374	8005		67.13%	
13	Single Parents	459	752		61.04%	
14	Displaced Homemakers	20	29		68.97%	
15	Other Educational Barriers	6060	8794		68.91%	
16	Limited English Proficient	172	225		76.44%	
17	Migrant	N/P	N/P		XXX%	
18	Nontraditional Enrollees	630	844		74.64%	
19	TECH PREP	8519	11291		75.45%	

Comment: Other Educational Barriers is made up of academically disadvantage students.

Secondary - Core Indicator 3: Placement and Retention (Employment & Military) (3s1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	15433	25594		60.30%	
2	Male	8457	14067		60.12%	
3	Female	6976	11527		60.52%	
4	Gender Unknown	N/P	N/P		XXX%	
5	American Indian or Alaska Native	23	38		60.53%	
6	Asian or Pacific Islander	231	480		48.13%	
7	Black, non-Hispanic	2267	4961		45.70%	
8	Hispanic	1722	2816		61.15%	
9	White, non-Hispanic	11190	17299		64.69%	
10	Unknown/Other	0	0		XXX%	
11	Individuals With Disabilities	2156	3927		54.90%	
12	Economically Disadvantaged	4199	8005		52.45%	
13	Single Parents	343	752		45.61%	
14	Displaced Homemakers	15	29		51.72%	
15	Other Educational Barriers	4819	8794		54.80%	
16	Limited English Proficient	145	225		64.44%	
17	Migrant	N/P	N/P		XXX%	
18	Nontraditional Enrollees	464	844		54.98%	
19	TECH PREP	6764	11291		59.91%	

Comment: Other Educational Barriers is made up of academically disadvantaged students.

Secondary - Core Indicator 3: Placement and Retention (Education/Advanced Training) (3s1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	11109	25594		43.40%	
2	Male	5693	14067		40.47%	
3	Female	5416	11527		46.99%	
4	Gender Unknown	N/P	N/P		XXX%	
5	American Indian or Alaska Native	18	38		47.37%	
6	Asian or Pacific Islander	312	480		65.00%	
7	Black, non-Hispanic	1706	4961		34.39%	
8	Hispanic	947	2816		33.63%	
9	White, non-Hispanic	8126	17299		46.97%	
10	Unknown/Other	0	0		XXX%	
11	Individuals With Disabilities	1084	3927		27.60%	
12	Economically Disadvantaged	2686	8005		33.55%	
13	Single Parents	224	752		29.79%	
14	Displaced Homemakers	10	29		34.48%	
15	Other Educational Barriers	2971	8794		33.78%	
16	Limited English Proficient	82	225		36.44%	
17	Migrant	N/P	N/P		XXX%	
18	Nontraditional Enrollees	404	844		47.87%	
19	TECH PREP	4897	11291		43.37%	

Comment: Other Educational Barriers is made up of academically disadvantaged students.

PostSecondary - Core Indicator 4: Participation in Nontraditional Programs (Participation) (4p1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	15950	91383	13.58%	17.45%	E
2	Male	6703	46556		14.40%	
3	Female	9247	44827		20.63%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	70	341		20.53%	
6	Asian or Pacific Islander	865	3944		21.93%	
7	Black, non-Hispanic	3216	15363		20.93%	
8	Hispanic	1578	8952		17.63%	
9	White, non-Hispanic	9985	61652		16.20%	
10	Unknown/Other	236	1131		20.87%	
11	Individuals With Disabilities	431	2568		16.78%	
12	Economically Disadvantaged	3603	20574		17.51%	
13	Single Parents	507	3390		14.96%	
14	Displaced Homemakers	65	447		14.54%	
15	Other Educational Barriers	3401	19125		17.78%	
16	Limited English Proficient	392	2480		15.81%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	15950	91383		17.45%	
19	TECH PREP	189	683		27.67%	

Comment: Academically disadvantaged is the other educational barrier.

PostSecondary - Core Indicator 4: Completion in Nontraditional Programs (Completion) (4p2)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	3333	23443	10.86%	14.22%	E
2	Male	1760	13544		12.99%	
3	Female	1573	9899		15.89%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	11	74		14.86%	
6	Asian or Pacific Islander	194	1189		16.32%	
7	Black, non-Hispanic	710	3943		18.01%	
8	Hispanic	282	2152		13.10%	
9	White, non-Hispanic	2108	15867		13.29%	
10	Unknown/Other	28	218		12.84%	
11	Individuals With Disabilities	62	477		13.00%	
12	Economically Disadvantaged	621	4956		12.53%	
13	Single Parents	111	1008		11.01%	
14	Displaced Homemakers	19	138		13.77%	
15	Other Educational Barriers	394	3189		12.35%	
16	Limited English Proficient	64	748		8.56%	
17	Migrant	0	0		XXX%	
18	Nontraditional Enrollees	3333	23443		14.22%	
19	TECH PREP	7	62		11.29%	

Comment: Academically disadvantaged is the other educational barrier.

Secondary - Core Indicator 4: Participation in Nontraditional Programs (Participation) (4s1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	3715	21930	16.24%	16.94%	E
2	Male	126	16792		0.75%	
3	Female	3589	5138		69.85%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	10	41		24.39%	
6	Asian or Pacific Islander	68	454		14.98%	
7	Black, non-Hispanic	498	2377		20.95%	
8	Hispanic	379	2380		15.92%	
9	White, non-Hispanic	2754	16635		16.56%	
10	Unknown/Other	6	43		13.95%	
11	Individuals With Disabilities	383	3269		11.72%	
12	Economically Disadvantaged	1098	5003		21.95%	
13	Single Parents	41	123		33.33%	
14	Displaced Homemakers	1	8		12.50%	
15	Other Educational Barriers	915	5338		17.14%	
16	Limited English Proficient	30	234		12.82%	
17	Migrant	N/P	N/P		XXX%	
18	Nontraditional Enrollees	3715	21930		16.94%	
19	TECH PREP	1227	8281		14.82%	

Comment: Other Educational Barriers is made up of academically disadvantaged students.

Secondary - Core Indicator 4: Completion in Nontraditional Programs (Completion) (4s2)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	1059	7504	12.78%	14.11%	E
2	Male	59	5598		1.05%	
3	Female	1000	1906		52.47%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	3	13		23.08%	
6	Asian or Pacific Islander	25	122		20.49%	
7	Black, non-Hispanic	243	1030		23.59%	
8	Hispanic	136	961		14.15%	
9	White, non-Hispanic	649	5358		12.11%	
10	Unknown/Other	3	20		15.00%	
11	Individuals With Disabilities	132	1281		10.30%	
12	Economically Disadvantaged	409	1941		21.07%	
13	Single Parents	7	26		26.92%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	389	2124		18.31%	
16	Limited English Proficient	4	38		10.53%	
17	Migrant	N/P	N/P		XXX%	
18	Nontraditional Enrollees	1059	7504		14.11%	
19	TECH PREP	447	3417		13.08%	

Comment: Other Educational Barriers is made up of academically disadvantaged students.

Secondary - Student Outcomes Z: Academic Attainment in Reading/Language Arts (ZS1)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	10555	26280	40.00%	40.16%	E
2	Male	5555	14307		38.83%	
3	Female	5000	11973		41.76%	
4	Gender Unknown	N/P	N/P		XXX%	
5	American Indian or Alaska Native	23	52		44.23%	
6	Asian or Pacific Islander	296	554		53.43%	
7	Black, non-Hispanic	1292	5146		25.11%	
8	Hispanic	947	3233		29.29%	
9	White, non-Hispanic	7976	17239		46.27%	
10	Individuals With Disabilities	450	3869		11.63%	
11	Economically Disadvantaged	2345	8307		28.23%	
12	Single Parents	54	228		23.68%	
13	Displaced Homemakers	0	9		0.00%	
14	Limited English Proficient	30	160		18.75%	
15	Migrant	N/P	N/P		XXX%	
16	Nontraditional Enrollees	485	1021		47.50%	
17	TECH PREP	4180	10531		39.69%	

Comment: Perkins III definition of a concentrator applies for this measure.

Secondary - Student Outcomes Z: Academic Attainment in Mathematics (ZS2)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	9633	26291	37.00%	36.64%	D
2	Male	5801	14315		40.52%	
3	Female	3832	11976		32.00%	
4	Gender Unknown	N/P	N/P		XXX%	
5	American Indian or Alaska Native	20	52		38.46%	
6	Asian or Pacific Islander	327	554		59.03%	
7	Black, non-Hispanic	753	5154		14.61%	
8	Hispanic	871	3231		26.96%	
9	White, non-Hispanic	7649	17244		44.36%	
10	Individuals With Disabilities	369	3875		9.52%	
11	Economically Disadvantaged	1784	8311		21.47%	
12	Single Parents	29	228		12.72%	
13	Displaced Homemakers	0	9		0.00%	
14	Limited English Proficient	42	160		26.25%	
15	Migrant	N/P	N/P		XXX%	
16	Nontraditional Enrollees	398	1021		38.98%	
17	TECH PREP	3828	10534		36.34%	

Comment: Perkins III definition of a concentrator applies for this measure.

Secondary - Student Outcomes Z: Student Graduation Rates (ZS3)

State: Illinois

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	28352	29781	69.00%	95.20%	E
2	Male	15612	16489		94.68%	
3	Female	12740	13292		95.85%	
4	Gender Unknown	N/P	N/P		XXX%	
5	American Indian or Alaska Native	52	55		94.55%	
6	Asian or Pacific Islander	599	622		96.30%	
7	Black, non-Hispanic	5429	5900		92.02%	
8	Hispanic	3361	3595		93.49%	
9	White, non-Hispanic	18845	19539		96.45%	
10	Individuals With Disabilities	4648	5055		91.95%	
11	Economically Disadvantaged	8850	9384		94.31%	
12	Single Parents	204	239		85.36%	
13	Displaced Homemakers	4	4		100.00%	
14	Limited English Proficient	264	289		91.35%	
15	Migrant	N/P	N/P		XXX%	
16	Nontraditional Enrollees	1059	1099		96.36%	
17	TECH PREP	11494	12050		95.39%	

Comment: Perkins III High School Completion (2S1) used as per permission from our RAS. IL does not currently have a method to gather the necessary information.