

**Carl D. Perkins Act of 1998  
Consolidated Annual Report for FY 2005  
State of Illinois**

**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 effective July 2003. ICCB distributes Perkins funds to the 39 Illinois community colleges districts, as well as 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 Development and Preparation Division is the state director of Career and Technical Education. Even though ISBE career and technical education staff are assigned to the Career Development and Preparation Division, some staff are located within 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 State of Illinois agencies responsible for career and technical education, and workforce investment. These agencies include, but are not limited to: the University Council on Career and Technical Education that provides university representatives for student, employer and teacher training; the Illinois Department of Commerce and Economic Opportunity that provides Workforce Investment Act administration; the Illinois Department of Employment Security that provides labor market information, and career awareness and information systems; Illinois Department of Human Services – Office of Mental Health and Developmental Disabilities and the Office of Rehabilitation Services that provide training to persons with disabilities, and the Illinois Department of Corrections which provides training for incarcerated inmates for successful re-entry back into society and the workplace. The University of Illinois, Southern Illinois University, Illinois State University and Northern Illinois University are also key partners. Additional descriptions of some of the key agencies are also outlined under the State Leadership activities. An organizational chart of the ISBE 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 Education for Employment system (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) that provide technical skills based on Occupational Skill Standards, industry standards where available, and program content reflects the integration of related Learning Standards and workplace skills. Programs provide resources to support course delivery including qualified staff, appropriate facilities, adequate equipment, instructional materials, cooperative vocational education (1 credit only at the preparation level) and work-site 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 grants funds are available to encourage the development and implementation of these dual credit programs. Programs which 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 upon 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 is provided, on-the-job supervision by a qualified instructor (equivalent to ½ hour or more per week per student), and written training plans and agreements have been developed 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 to be used, which must meet the ICCB requirements; describe the need for the program, documented by labor market information; indicate education and skill requirements based on employer input, skill standards, and accreditation/licensure standards, if applicable; articulate assessment of student learning, faculty qualifications, academic control, and cost. Career and technical programs are then reviewed once every five years with the review focusing 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. Factors considered in determining the continuing need for and quality of CTE 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 (PMIS) that provides the state, 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 2005 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 the development and revision of regional career and technical education plans.

The Education for Employment (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 (AALP) 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 AALP.

### **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 Improving Student Skills through Program Improvement 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 2005 include:

- The ICCB *Perkins Postsecondary Performance Enhancement Grants*. The purpose of this grant is to further develop, implement, and improve computerized, automated degree and certificate auditing systems that recognize and promote student success;
- 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 21<sup>st</sup> 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-service 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 their *Illinois Center for Specialized Professional Support (ICSPPS)* to implement activities, in collaboration with ISBE and ICCB, to expand the knowledge and skills of professionals working with special populations. ICSPPS Special Populations Professional Development and Assistance Project provided support in the following areas:

#### Technical Assistance

- Eighteen mini-awards were distributed to secondary and postsecondary programs to support activities/products that lead to the achievement of performance indicators.
- ICSPS contributed to the development of the Gender Equity and Nontraditional Resources website which is <http://www.ioes.org/genderequity-links.cfm>.
- The *NTO Look* is a flexible, locally-driven, research-based program improvement project designed to have a positive impact on the 4th Core Indicator (Nontraditional Program Participation and Completion) by improving recruitment, retention, and employment placement of learners preparing for nontraditional occupations.
- A combined secondary and postsecondary website to provide updates of professional development opportunities, available resources and grants, legislative items, and effective practices was maintained.
- 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.icsp.silstu.edu>)
- Illinois Center for Specialized Professional Support staff provided resources at regional meetings with Perkins administrators and special populations personnel.
- Illinois Center for Specialized Professional Support staff provide information and resources upon request.

#### Development of Materials

- A CTE *Networking Directory 2004-2005*, 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, and is available at [http://www.icsp.silstu.edu/directory/Networking\\_Directory2.html](http://www.icsp.silstu.edu/directory/Networking_Directory2.html).
- The Illinois Center for Specialized Professional Support *News Update* was developed and disseminated to Perkins personnel during December.
- The *NTO Self-Study Guide* was utilized by NTO 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.
- *IT is Career Opportunity* (<http://www.icsp.silstu.edu/careeropp/>) website bookmarks were created and disseminated to Perkins personnel and guidance counselors. The bookmark provides ready access to a uniquely Illinois-based website displaying an information technology career path from secondary through postsecondary to information technology career.
- *Civil Rights Self-Assessment: A Tool for Illinois Community Colleges* CD was disseminated and website published to postsecondary Perkins personnel to be used in the evaluation of community college policies and practices related to various civil rights laws. This website is located at <http://www.icsp.silstu.edu/ocr/>.

#### Professional Development

- ICSPS staff developed and conducted the *NTO Look* workshop. The workshop provided information about the recruitment and retention, assessment, goal-setting, research, and activity implementation of the *NTO Look* project.

- More than 24 workshops on supporting special populations for success were presented at conferences and regional meetings. Topics addressed by the workshops included the Learning Disabilities in the Agricultural Classroom, *Supporting the Success of Economically Disadvantaged Learners*, *Recruitment and Retention of Learners to Prepare for Nontraditional Careers* and *Information Technology as Career Opportunity*.

State Leadership grant funds were provided to Southern Illinois University, the *Illinois Office of Educational Services (IOES)*, to enhance professional development opportunities available to career and technical educators in Illinois. Progress toward their objectives includes:

- A Workforce Education Professional Development Coordination Center and Advisory Board prioritized specific needs with the seven content areas of the *Illinois Learning Standards*; conducted regional planning coordination; and acted as a clearinghouse of information related to the seven content areas, training resource materials, registration assistance, conference implementation, and conference evaluation. Credit options were provided that complies with the recertification requirements for secondary education teachers in Illinois.
- The Illinois Career and Technical Education Leadership Institute continued to advance leadership skills and knowledge among Career and Technical Education personnel. Modeled after the program administered by the National Center for Career and Technical Education, the planning committee selected 14 participants in FY 2005.
- The operation of the Illinois State Curriculum Center with the direction of a statewide advisory group comprised of ISBE and local administrators, coordinated and developed a capacity to design, develop and disseminate revitalized CTE curriculum in the content areas of Family and Consumer Sciences; Industrial Technology; Business, Marketing and Management Education; and Health Occupations.
- The Career and Technical Education Academic Assessments Dissemination Project developed 206 sample assessments in career and technical education program areas. Ten workshops were provided in three Education for Employment systems to help teachers align their curriculum with the *Illinois Learning Standards*, select appropriate academic assessments of use in their classes, and begin the development of new academic assessments to improve student performance on standardized tests. Approximately 435 instructors, administrators, curriculum directors, and others attended the workshops.
- Illinois Student Information System (ISIS) technical support and training efforts are a primary initiative of IOES. Technical support on all aspects of the software (including the importance of data quality) continued to be provided via phone, e-mail, on-site training sessions, Internet-based training sessions, and archived web casts. The result of these efforts has been that performance indicators built into the state's education databases continue to be in line with the requirements of Perkins. Perkins money expended on increasing accountability has resulted in a system that exceeds the minimum federal accountability requirements.

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 held in February and provided professional development in Career Clusters and health and safety practices in CTE programs.

Chicago 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 CTE professionals, which can influence the practices of Illinois Career and Technical Education programs.

The Curriculum Publications Clearinghouse (CPC), at Western Illinois University provided career and technical education materials on a cost-recovery basis to a wide spectrum of users. By making these materials readily

available at a reasonable cost, CPC contributed to the quality and expansion of career and technical education. CPC shipped 1,801 orders totaling 12,990 items during FY 2005.

Illinois State University provided the annual statewide Connections/High Schools That Work (HSTW) Conference in St. Charles, IL that provided professional development activities to over 1,200 teachers, counselors, and administrators. The grant also provided a series of HSTW Forums, technical assistance in-service activities, pilot site visits to the funded HSTW sites within Illinois. The HSTW initiative assists school districts by integrating and upgrading the level of academic and CTE 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 High Schools That Work initiative provided funding to eight high school districts to assist in integrating and upgrading the rigor of academic and CTE studies students receive in their coursework. The goals of the HSTW program are to raise the math, 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, 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 Illinois State Curriculum Center of Southern Illinois University was funded to provide relevant curriculum resources and timely research for career and technical teachers and administrators using the technological abilities of the Illinois Office of Educational Services (IOES).

*The Southern Association of Colleges and Schools/Vocational-Technical Education Consortium of States (V-TECS)* provides a variety of options for the acquisition of its products and services, which are designed to meet the different needs and capabilities of potential users. Two major products are the software packages V-TECS Connect and V-TECS Direct.

Education for Employment (EFE) systems and Illinois Community Colleges must develop plans, course approvals, and individual budgets to include academic and CTE programs for improving student performance related to the core indicators. EFE systems that did not meet their Annual Adjusted Level of Performance (AALP) 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 AALP.

University of Illinois – Project Lead the Way brings early exposure to engineering concepts to students in middle school and high school, smoothing the path to more formal preparation in engineering in institutions of higher education or the path to post-secondary 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 IOES of Southern Illinois University maintained the *Illinois Nontraditional Training and Employment Statewide Resource Center* that 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 (GEAC) advises and consults with the 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 IOES has been working with the GEAC to develop a clearinghouse of activities, projects, and resources that address nontraditional recruitment and retention issues through the IOES website.

Illinois State University - State Leadership Activities funds were provided to the *Illinois Center for Specialized Professional Support* of Illinois State University received grant funds 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 under Professional Development Programs.

### **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 Education for Employment (EFE) System and postsecondary Illinois Community College Districts to enable students to achieve state academic standards and vocational and technical skills. The EFEs 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 provide a place for a discussion forum.

The IOES used the Illinois Employer Advocacy Initiative to seek insight and input from employer members to guide decision-making, funding, and strategy for state and regional career and technical education programs; 273 business representatives joined.

### **Serving Individuals in Institutions**

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

#### *Correctional Institutions*

- The Illinois Department of Corrections (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 WIA, 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. It initiated a pilot project involving six training programs that target program completion and employment. Baseline data were 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 this report under *Professional Development Programs*.

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 IDES 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 IDES to

- Maintain, update and train users on the use of the *Horizons Career Information System*.
- Maintain and update *Countdown*
- 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 all Illinois students, parents, educators, and counselors.
- Promote Illinois Statewide Career Resource Network products and services to the EFE systems, Regional Offices of Education (ROE), 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](http://www.ILWorkInfo.com) and through PC-based versions on CD-ROM. Over 18,700 unique visitors generated 1.3 million hits to the website during the first four weeks 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, ROEs, and community colleges. *Guides to Career Choices* were distributed to a wide audience, including the EFEs and community colleges, with more than 25,000 distributed.

#### *Local Evaluation*

The IOES continued the management information system project that provides software, and enhancements, technical support, and training to users of ISIS. The ISIS application not only standardizes local data reporting to ISBE, but also gives local schools tools to analyze and evaluate the results of their decisions and efforts. During FY 2005, ISIS 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 ISIS Project worked with the Center for Data Quality (C4DQ) to analyze the quality of the data collected. The U.S. Department of Education is sponsoring state reviews on the quality of data collections with potential for inclusion in a federal education data warehouse. C4DQ assessed nine ISIS datasets for quality and provided findings. These were incorporated into ISIS for FY 2005.

FY 2005 was the fifth year for the Tech Prep Evaluation System (TPES). Based on a five-year rotation schedule, nine consortia were evaluated in FY 2005.

Goals that guide the TPES system are comprehensive and progressive:

- Describe the status of Tech Prep implementation in the state of Illinois.
- Identify participants in Tech Prep and describe how the participation of various Tech Prep student groups changes over time.
- Identify the benefits (outcomes) of Tech Prep for students, especially outcomes linked to student learning.
- Identify the benefits (outcomes) of Tech Prep for other stakeholder groups.
- Develop strategies that support the continuous improvement of Tech Prep within consortia statewide and at the state level.

Key elements of the TPES process include:

- Local strategic planning and annual proposal/budget development linked to outcomes assessment (including Perkins) and continuous improvement.
- Annual year-end consortium reports completed by local consortia for local and state-level analysis to identify patterns of results, trends, and issues.
- Monitoring of Tech Prep enrollments and outcomes using various state data sets, such as ISIS and unemployment/wage records.
- A scheduled five-year, onsite review cycle that provides detailed feedback to local consortia regarding implementation, program effectiveness, and improvement opportunities.

ICCB funded the Continuous Quality Improvement Grant for community colleges, to develop, enhance, or implement a process 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 (AQIP) for all instructional programs and related support services.

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. They also receive special emphasis by ISBE staff when working directly with local providers, and are given significant importance at the annual Connections Conference. They are: 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.

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

- The *Illinois School for the Deaf* provided a summer curriculum study, involving core Language Arts instructors in a review of the Informational Processing curriculum cluster. The instructors reviewed content for improved learning sequencing for the acquisition of appropriate grade level grammar, spelling and punctuation skills. Forty-five students were tracked for improvement in reading levels within state administered achievement tests.
- The *Kankakee Area Regional Vocational Education System* provided a concentrated tutorial program addressing math and reading skills of special populations Career and Technical Education training level students. Students were provided services and tested with the Test of Adult Basic Education (TABE) to assess

their academic math and reading levels. Pre-test math TABE scores improved for 306 students from 6.57 to 9.42. While pre-test reading TABE scores improved from 6.48 to 8.95 for 261 students.

- The *Morton Regional Delivery System* provided before and after school reading aides for the career and technical education special populations students at two high schools. Of the students completing the school year, pre and post-test results indicate that all improved their reading level by at least two grade levels. The two high schools will be adding reading tutoring throughout the school day during the next school year.
- The *Career Development System* tutored career and technical education students by their peers in academic areas and career/technical education courses. Special populations coordinators recruited and trained student tutors. 384 students of four high schools participated with 73% of the students tutored receiving passing grades in the courses in which they received extra help.
- *Southwestern Illinois College* hosted *Focus on Technology Day* to introduce career ideas in technology to female high school students. Attendees received career information and participated in a hands-on activity in several areas of technology.
- *Lake Land College* sponsored a bi-annual Special Needs Mini-Fair to recruit special populations students to the college and its CTE programs. Potential students are able to attend the session and meet with representatives from Financial Aid, Special Needs, Campus Activities, and other outside agencies.
- *Kishwaukee College* has seen heightened interest of their Adult Student Connections Textbook Loan Program (TLP) by low-income and single-parent occupational students, as well as by other institutions interested in duplication of this program. The TLP is a unique and innovative way to assist occupational students with access to education.
- *Highland Community College* utilized Perkins funds to purchase sight-enhancing software, computer-based audio transcription and other adaptive equipment which has helped make the college a statewide leader in the instruction of visually impaired students.

Increasing student achievement will be the soul as ISBE joins the *High Schools That Work* Consortium. Eight high schools have been identified to implement the *High Schools That Work* 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.

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

#### **A. Summary of the State's Eligible Recipients**

The Illinois State Board of Education (ISBE) distributes Perkins funds to unit (404 total) and secondary (103 total) districts, area vocational centers (25 total) and the Department of Human Services – Office of Mental Health through the Illinois Education for Employment (EFE) Regional Delivery System (58 total). The ICCB distributes Perkins funds to the 40 Illinois community college districts, as well as the secondary and postsecondary members (40) of the Illinois Tech Prep Consortium. The funds are distributed as indicated within 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 the Illinois Department of Corrections and the Illinois Department of Human Services. A copy of the 2005 version of the local applications used to fund eligible recipients for ISBE and ICCB are 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	<b>Numerator:</b> All career and technical education concentrators in a given graduation cohort who received a high school diploma. <b>Denominator:</b> All career and technical education concentrators in a given graduation cohort.	N – 92.78% B – 92.38%	30,290 of 31,650 or 95.70%
1S2	<b>Numerator:</b> All career and technical education concentrators in a given graduation cohort who received a high school diploma. <b>Denominator:</b> All career and technical education concentrators in a given graduation cohort.	N – 92.38% B – 92.38%	30,290 of 31,650 or 95.70%
2S1	<b>Numerator:</b> All career and technical education concentrators in a given graduation cohort who received a high school diploma. <b>Denominator:</b> All career and technical education concentrators in a given graduation cohort.	N – 94.78% B – 92.38%	30,290 of 31,650 or 95.70%
3S1	<b>Numerator:</b> All completers in a given graduation cohort identified by social security numbers who appear up employed in the Illinois Unemployment Insurance wage records in the 2 <sup>nd</sup> quarter after graduation and/or enrolled in the state’s higher education database in the year following graduation. <b>Denominator:</b> All career and technical education completers in a given graduation cohort who provided social security numbers.	N – 78.73% B – 79.25%	20,386 of 27,351 or 74.53%
4S1	<b>Numerator:</b> Aggregate total female and male enrollment in all career and technical education programs that lead to nontraditional employment. <b>Denominator:</b> Aggregate total enrollment of female and male students in all career and technical education programs that lead to nontraditional employment.	N - 16.50% B – 15.48%	3,547 of 22,172 or 16.00%
4S2	<b>Numerator:</b> Aggregate total female and male students completing career and technical education programs that lead to nontraditional employment. <b>Denominator:</b> Aggregate total number of female and male students completing career and technical education programs that lead to nontraditional employment.	N – 13.54% B – 12.69%	966 of 7,724 or 12.51%

**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
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Core Indicator	Neg Perf Level	Students with Disabilities	Acad Disad	Econ Disad	LEP	Non-Trad	Single Parent	Displ. Hmkr	Tech Prep
1S1	92.78%	4,648 of 5,003 or 92.90%	10,146 of 10,859 or 93.43%	9,343 of 9,950 of 93.90%	416 of 445 or 93.48%	957 of 992 or 96.47%	856 of 911 or 93.96%	35 of 42 or 83.33%	13,053 of 13,523 or 96.52%
1S2	92.38%	4,648 of 5,003 or 92.90%	10,146 of 10,859 or 93.43%	9,343 of 9,950 of 93.90%	416 of 445 or 93.48%	957 of 992 or 96.47%	856 of 911 or 93.96%	35 of 42 or 83.33%	13,053 of 13,523 or 96.52%
2S1	94.78%	4,648 of 5,003 or 92.90%	10,146 of 10,859 or 93.43%	9,343 of 9,950 of 93.90%	416 of 445 or 93.48%	957 of 992 or 96.47%	856 of 911 or 93.96%	35 of 42 or 83.33%	13,053 of 13,523 or 96.52%
3S1	78.73%	2,812 of 4,335 or 64.87%	6,614 of 9,712 or 68.10%	5,138 of 7,844 or 65.50%	178 of 244 or 72.95%	694 of 934 or 74.30%	519 of 853 or 60.84%	65 of 102 or 63.73%	9,129 of 12,132 or 75.25%
3S2	NA								
4S1	16.50%	295 of 2,911 or 10.13%	956 of 5,947 or 16.08%	1,021 of 4,816 or 21.20%	30 of 313 or 9.58%	3,547 of 22,172 or 16.00%	108 of 302 or 35.76%	6 of 18 or 33.33%	1,438 of 9,282 or 15.49%
4S2	13.54%	91 of 1,105 or 8.24%	400 of 2,432 or 16.45%	378 of 1,958 or 19.31%	8 of 84 or 9.52%	966 of 7,724 or 12.51%	46 of 169 or 27.22%	2 of 7 or 28.57%	515 of 3,838 or 13.42%

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><b>Numerator:</b> Occupational program majors (1.2) in the cohort who completed a degree or an occupational certificate or who are still enrolled in the institution or have transferred within five years of enrollment.</p> <p><b>Denominator:</b> 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 – 64.88%</p> <p>B – 63.51%</p>	<p>16,316 of 23,414 or 69.68 %</p>
1P2	<p><b>Numerator:</b> Occupational program majors (1.2) in the cohort who completed a degree or an occupational certificate or who are still enrolled in the institution or have transferred within five years of enrollment.</p> <p><b>Denominator:</b> 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 – 64.88%</p> <p>B – 63.51%</p>	<p>16,316 of 23,414 or 69.68 %</p>

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
2P1	<p><b>Numerator:</b> 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><b>Denominator:</b> 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 – 52.00%</p> <p>B – 48.79%</p>	<p>12,963 of 23,414 or 55.36 %</p>
3P1	<p><b>Numerator:</b> 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 3<sup>rd</sup> 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><b>Denominator:</b> All degree and occupational certificate completers in a given fiscal year who provided valid social security numbers.</p>	<p>N – 80.00%</p> <p>B – 77.63%</p>	<p>19,999 of 25,920 or 77.16 %</p>
3P2	<p><b>Numerator:</b> All degree and occupational certificate completers in a given fiscal year identified by SSN who show up as employed in the Illinois UI wage records in the 3<sup>rd</sup> and 4<sup>th</sup> quarters after program completion.</p> <p><b>Denominator:</b> All degree and occupational certificate completers in a given fiscal year who provided SSNs and were employed the 3<sup>rd</sup> quarter after program completion (3P1).</p>	<p>N – 95.00%</p> <p>B – 95.55%</p>	<p>16,452 of 17,506 or 93.98 %</p>
4P1	<p><b>Numerator:</b> Total underrepresented enrollment of female and male students in all occupational programs that lead to nontraditional employment.</p> <p><b>Denominator:</b> Total enrollment of female and male students in all occupational programs that lead to nontraditional employment.</p>	<p>N – 13.65%</p> <p>B – 13.98%</p>	<p>16,642 of 96,017 or 17.33 %</p>
4P2	<p><b>Numerator:</b> Total number of program completions by under-represented female and male students in all occupational programs that lead to nontraditional employment.</p> <p><b>Denominator:</b> Total number of program completions by female and male students in all occupational programs that lead to nontraditional employment.</p>	<p>N – 11.60%</p> <p>B – 12.17%</p>	<p>3,256 of 23,132 or 14.08 %</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	64.88 %	431 of 635 or 67.87%	2,945 of 4,453 or 66.14%	5,043 of 7,100 or 71.03%	290 of 409 or 70.90%	990 of 1,465 or 67.58%	n/p	n/p	433 of 670 or 64.63%
1P2	64.88 %	431 of 635 or 67.87%	2,945 of 4,453 or 66.14%	5,043 of 7,100 or 71.03%	290 of 409 or 70.90%	990 of 1,465 or 67.58%	n/p	n/p	433 of 670 or 64.63%

Core Indicator	Neg Perf Level	Students with Disabilities	Acad Disad.	Econ Disad.	LEP	Non-trad	Single Parent	Displ. Hmkr	Tech Prep
2P1	52.00%	351 of 635 or 55.28%	2,090 of 4,453 or 43.93%	4,087 of 7,100 or 57.56%	217 of 409 or 53.06%	748 of 1,465 or 51.06%	n/p	n/p	307 of 670 or 45.82%
3P1	80.00%	425 of 560 or 75.89%	2,852 of 3,444 or 82.81%	4,675 of 6,265 or 74.62%	368 of 643 or 57.23%	962 of 1,288 or 74.69%	964 of 1,259 or 76.57%	312 of 406 or 76.85%	205 of 258 or 79.46%
3P2	95.00%	313 of 343 or 91.25%	2,304 of 2,444 or 94.27%	3,821 of 4,072 or 93.84%	299 of 312 or 95.83%	768 of 823 or 93.32%	783 of 856 or 91.47%	249 of 263 or 94.68%	176 of 187 or 94.12%
4P1	13.65%	474 of 2,648 or 17.9%	3,159 of 19,488 or 16.21%	4,351 of 25,231 or 17.24%	399 of 2,608 or 15.30%	16,642 of 96,017 or 17.33%	586 of 3,652 or 16.05%	75 of 507 or 14.79%	189 of 709 or 26.66%
4P2	11.60%	78 of 510 or 15.29%	338 of 3,041 or 11.11%	742 of 5,869 or 12.64%	30 of 560 or 5.36%	3,256 of 23,132 or 14.08%	111 of 843 or 13.17%	14 of 146 or 9.59%	6 of 41 or 14.63%

Performance Data Explanation:

The overall economic climate in Illinois contributed to lower than-anticipated secondary and postsecondary performance on the employment measures, as well as all performance indicators. The state continued to emerge from a recession during the reporting period. Historically, Illinois has been slow to enter and slow to emerge from economic downturns. There is an anticipated lag in the reporting period covered by the employment measures, occurring in any state that reports employment outcomes using administrative data matching. In Illinois, elevated unemployment rates existed during the measurement time frame. The most recent full year of data (2004) available from the Bureau of Labor Statistics shows an unemployment rate in Illinois of 6.2 percent. Unemployment in the state during 2004 was relatively high; Illinois was in the unenviable position of ranking 43<sup>rd</sup> in the nation that year (with 1 being the lowest unemployment and 50 being the highest unemployment). In 2004 Illinois unemployment was tied for the second highest in the Midwest Region and above both regional (5.7 percent) and national (5.5 percent) averages. (<http://www.bls.gov/news.release/pdf/srgune.pdf>; <http://stats.bls.gov/news.release/pdf/empsit.pdf>; <http://stats.bls.gov/lau/lastrk04.htm>; [www.ides.state.il.us/default.asp](http://www.ides.state.il.us/default.asp) )

Secondary indicators were exceeded by actual performance for Enrollment (1S1) 95.70% actual vs. 92.78% target and Completion (1S2) 95.70% actual vs. 92.38% 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 78.73%, 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% overall for this population. The white population unemployment rate is 15%, the black population rate is 38% and the Hispanic population rate is 25% for this age group. The actual Employment (3S1) performance was 74.53%. An analysis of the current Nontraditional Participation and Completion (4S1 and 4S2) indicators showed that males were not in sufficient numbers enrolled in the non-traditional programs. Limited occupations exist to allow males to meet economic self-sufficiency standards - so recruitment efforts are difficult. The Nontraditional Participation (4S1) measure missed the target of 16.50% by .5% with performance at 16.00%. The Nontraditional Completers (4S2) target was 13.54% vs. 12.51% actual performance.

Postsecondary Perkins programs in Illinois performed at high levels. Overall performance on Placement in Employment (3P1) was lower than the established target (77.16 percent actual vs. 80.00 percent target). Actual performance on the Placement in Employment measure was 96.45 percent of the goal. Compared with last year, performance was down slightly -- 78.75 percent for FY2004 versus 77.16 percent for FY2005. An additional 2,759 placements (numerator) were recorded in FY2005 compared to last year but this growth was not as large as the overall increase of 4,029 among the completers (denominator).

On the Placement in Employment (3P1) measure, Tech Prep graduates performed at a higher level than the overall student population and just missed the goal (79.46 percent actual vs. 80.00 percent target or 99.33 percent of the goal). Among special population's graduates, only Academically Disadvantaged Individuals (Other Educational Barriers) performed above the Placement in Employment goal (82.81 percent actual vs. 80.00 percent target or 103.51 percent of the goal). With the exception of Limited English Proficient (LEP) graduates, the remaining special population groups were within 93% of the goal. Graduates with a history of English language barriers (LEP speaking, reading, writing or comprehension) were at a disadvantage in the highly competitive hiring environment.

Employment Retention was high among community college graduates. Overall, Illinois' performance on the Employment Retention (3P2) indicator was slightly lower than the goal (93.98 percent vs. 95.00 percent). Employment retention was 98.93 percent of the agreed-upon target.

On the Employment (3P2) measure, Tech Prep graduates performed at a slightly higher level than the overall student population and just missed the goal (94.12 percent actual vs. 95.00 percent target or 99.07 percent of the goal). Among special population's graduates, only Limited English Proficient (LEP) graduates performed above the Placement in Employment goal (95.83 percent actual vs. 95.00 percent target or 100.87 percent of the goal). Results show that over 9 out of 10 special populations' graduates retained their positions. All the remaining special population groups were within 96% of the goal.

Performance improved for the Nontraditional Participation (4P1) and Completion (4P2) measures. Performance targets were met for both Nontraditional measures. Multiple factors contributed to the positive results, including a nontraditional program scholarship program and a focused professional development initiative. In FY 2005, the ICCB provided limited scholarship funding from incentive dollars to all Illinois community colleges to promote nontraditional program completion. The Illinois Community College Nontraditional Scholarship Grant encourages students to enroll and complete career and technical programs that are nontraditional for their gender. Between June, 2004 and October, 2005, a total of 153 students were assisted through this grant, with about an equal number of males and females participating. The majority of the males were enrolled in nursing; the majority of the female students were enrolled in heating ventilation and air conditioning, construction, or truck driving programs. Of the 153 students served through this grant, 144 students completed their programs of study.

Since 2003 the Illinois Community College Board collaborated with the Illinois Center for Specialized Professional Support to develop and provide support for a nontraditional occupations self study instrument. The NTO Look Self-Study enabled the colleges to identify their strengths and challenges in recruiting and retaining students preparing for nontraditional occupations. The self-study instrument was made available to all the Illinois community colleges, with 38 community colleges participating in professional development activities designed around the NTO Look Self-Study. This can be located at [http://www.iccsp.ilstu.edu/products/Products\\_det.html#NTO%20SELF%20STUDY%20PLAN](http://www.iccsp.ilstu.edu/products/Products_det.html#NTO%20SELF%20STUDY%20PLAN).

## **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**

<b><u>Academic Skill Attainment</u></b>	
1S1	Percentage of career and technical education concentrators attaining a high school diploma.
<b><u>Vocational Skill Attainment</u></b>	
1S2	Percentage of career and technical education concentrators attaining a high school diploma.
<b><u>High School Graduation</u></b>	
2S1	Percentage of career and technical education concentrators attaining a high school diploma.
<b><u>Placement in Employment and/or Postsecondary Education</u></b>	
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.
<b><u>Nontraditional</u></b>	
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 6. Computational Postsecondary Core Indicator Definitions**

<b><u>Academic Skill Attainment</u></b>	
1P1	Percentage of occupational program majors who meet the threshold and complete an occupational certificate <u>or</u> associate degree <u>or</u> who are still enrolled <u>or</u> have transferred within five years of enrollment.
<b><u>Occupational Skill Attainment</u></b>	
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.
<b><u>Program Completion</u></b>	
2P1	Percentage of occupational program majors who meet the threshold and complete an occupational

certificate or associate degree within five years of enrollment.

**Placement in Employment and/or Continuing Postsecondary Education**

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.

**Retention in Employment**

3P2 Percentage of program completers that were employed in the third quarter (3P1) and still employed in the fourth quarter after program completion.

**Nontraditional**

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 has been 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:*

- Office of Vocational and Adult Education (OVAE) Technical Assistance project. Data quality areas include high school completion indicator, Tech Prep subgroup data and an academic attainment measurement.
- Continue development of a replacement measure for 1S1 using results of the grade 11 Prairie State Achievement Exam.
- Continue development of a replacement measure for 1S2 based on a previous OVAE 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.
- Improve data analysis to provide improvement in measures and performance.

*Postsecondary:*

- Developing a web-based data distribution to provide colleges with additional analytical tools with greater flexibility for performing data analysis. ICCB piloted the Perkins Online Data System (PODS) in order to provide the system with easily accessible Perkins related data at any time.
- Colleges are encouraged to develop and implement automated degree and certificate audit computer systems in an effort to more fully capture and encourage program completion.
- The state is moving toward more complete and consistent data by accessing additional external data matching sources (3P1/3P2).

## **E. Improvement Strategies**

- Secondary data quality initiatives include:
  - A Data Quality Task Force will be initiated to study and monitor the state's effort to collect quality student and programmatic data feeding accountability systems.
  - A Center for Data Quality (C4DQ) project will evaluate data validity and reliability of existing data bases.
  - Office of Vocational and Adult Education (OVAE) Technical Assistance. Data quality areas include high school completion indicator, Tech Prep subgroup data and an academic attainment measurement.
- Postsecondary community colleges will be provided a Tech Prep Support Grant to enhance consortium activities in collaboratively developing processes to identify and accurately report Tech Prep student enrollments. Assessment and college placement testing will also be provided to eligible secondary career and technical education students to identify remediation needs prior to high school completion.
- 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 compact disc, the Internet, or spreadsheet.
- A career and technical education assessment project continued at the secondary level, which linked assessments in the five traditional career and technical education areas to occupational skills standards and the *Illinois Learning Standards* of math, language arts, and social science.
- 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.
- The structure of the secondary nontraditional indicators is being addressed.
- Several enhancements will continue for the Illinois Student Information System (ISIS) software to improve the quality of the data submissions in FY 06. New reports and an automated process will continue to assist in verification and in comparing data fluctuations from previous years.
- Secondary and postsecondary support will continue with the Illinois Center for Specialized Professional Support of Illinois State University to expand the knowledge and skills of professionals working with special populations. Assistance will be provided in the form of technical assistance, mini grants, development of materials and professional development.

## **V. 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**

ICCB and ISBE have partnered with the Illinois Department of Commerce and Economic Opportunity to impact economic development and workforce development in Illinois. Two occupational sectors have been targeted where 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 kindergarten to eight, as well as special emphasis on health careers at the secondary level in science and career and technical education.

Pilot projects in health-related programs were developed in three economic development regions of the state during FY05, with an emphasis on increasing capacity in nursing programs through flexible scheduling options, on-line instruction and partnerships with hospitals and other medical facilities. Colleges are also developing pilot programs in the area of transportation/warehousing/logistics, another identified area of critical skills shortage in Illinois.

## **CAR Attachments Begin**

### ILLINOIS STATE BOARD OF EDUCATION FISCAL YEAR 2005 PLAN UPDATE CARL D. PERKINS

#### INTRODUCTION

**Special Note:** Due to the anticipated one year extension of Perkins III by the federal government, the current Secondary Career and Technical Education Regional Plan will also be extended one more year with no substantial changes anticipated. A complete new Regional Plan submission is anticipated for FY2006. Regional system reporting requirements may be altered as a result of the State's negotiations for this one year Perkins III extension. 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 Regional Plan. This common direction comes primarily from:

- 1) passage of Illinois' Occupational Skill Standards Act in 1992;
- 2) adoption of Illinois Learning Standards in 1997;
- 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 Vocational and Applied Technology Education Act of 1998.

*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 Secondary Career and Technical Education Regional Plan 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.

This is the fifth update to the Fiscal Years 2000-2004 Secondary Career and Technical Education Regional Plan and applies to secondary Education for Employment Regional Delivery Systems for Fiscal Year 2005. [As noted above, the FY2005 Update is actually a one year extension of this Plan. A new Plan submission is anticipated for FY2006.] Updates must be developed according to the directions in these Guidelines. The Plan Updates are comprised of the required narrative and budgetary information. They will be submitted to ISBE according to the schedule outlined and described in each section of the Guidelines.

In summary, the Plan Updates are intended to support a performance-based system that will promote high student achievement in academic and in career and technical education, as well as enhance continuity among related educational initiatives.

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 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 through the regional system its performance information completely and correctly to ISBE to remain eligible to receive Perkins and other career and technical education funds.**

## SUBMISSION DATES

Submission dates for each section of the FY2005 Plan Update are provided on 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 Plan components must be kept updated and on file locally.

### APRIL 30, 2004

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#### Section 3 - Grant Applications

- 3.2 Career & Technical Education Improvement Grant  
CTE Improvement Planning and Reporting Form—Planning for FY2005  
CTE Improvement Grant Verification Form
- 3.3 Carl D. Perkins Vocational and Applied Technology Act of 1998 Grant

#### 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 for Application & Award
- 5.2 Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions
- 5.3 Certification Regarding Lobbying

- 5.4 Drug-Free Workplace Certification
- 5.5 Regional Education for Employment Plan Assurance

**JULY 30, 2004**

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- 3.1.1 Agricultural Education Incentive Funding Grant Applications [Refer to the grant packet for full instructions and timelines.]
- 3.2 CTE Improvement Planning and Reporting Form—Reporting for FY2004 (due by July 30 or no later than September 30)

**SEPTEMBER 30, 2004**

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**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**

- 2.1.1 Secondary Career and Technical Education Strategies for Improving Performance Forms
- 2.2 FY2004 Consolidated Annual Report

**Section 3 - Grant Applications**

- 3.1.2 Agricultural Education Incentive Funding Grant Budgets are due anytime after notice of allocations but no later than September 30, 2004. The budget summary and payment schedule will be generated at ISBE.
- 3.2 CTE Improvement Planning and Reporting Form—Reporting for FY2004 (if not turned in to ISBE by July 30)

**SECTION 1**

**GENERAL INFORMATION**

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**DUE: SEPTEMBER 30, 2004**

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 30, 2004. (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. Submission to ISBE is not necessary as a part of this year's Plan update.

**SECTION 2**

**SECONDARY EDUCATION FOR EMPLOYMENT SYSTEM  
PLANNING AND ACCOUNTABILITY**

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**DUE: September 30, 2004**

**Submission Required** Reporting requirements for improving student performance on the core indicators will be adjusted for FY2005 as a result of the recent Perkins federal monitoring visit. Specific directions will be available soon. The general parameters will not change. 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 30, 2004 deadline. *Since data are no longer available for 1S1 - Occupational Skill Attainment, briefly describe, on a separate page, FY2005 system activities that will support student improvement in workplace skills.*

*Note:* **Regional system reporting requirements may be altered as a result of the State’s negotiations for this one year Perkins III extension. Those changes will be communicated as soon as they are identified.**

**Submission Required** FY2004 Consolidated Annual Report, located in the Appendix, 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 FY2005 Grant Applications will be submitted as a part of this Plan Update. All plan assurances will be applicable to these grants.

**DUE: APRIL 30, 2004**

**Submission Required for Funding** Career & Technical Education Improvement Grant including the CTE Improvement Grant Planning and Reporting Form—Planning for FY2005. The reporting of Outcomes is due July 29, 2005, but no later than September 29, 2005.

Carl D. Perkins Vocational and Applied Technology Act of 1998 Grant

**DUE: JULY 30, 2004**

**Submission Required for Funding** Agricultural Education Incentive Funding Grant Applications {Refer to the grant packet for full instructions and timelines.}

CTE Improvement Grant Planning and Reporting Form—Reporting for FY2004.

**DUE: NO LATER THAN SEPTEMBER 30, 2004**

**Submission** Agricultural Education Incentive Funding Grant Budgets are due anytime after notice

**Required for Funding** of allocations but no later than September 30, 2004. The budget summary and payment schedule will be generated at ISBE.

CTE Improvement Grant Planning and Reporting Form—Reporting for FY2004 (if not submitted by July 30)

**These due dates must be met to ensure timely approval of the budgets. Grant applications received after the due date cannot be guaranteed to receive approval by July 1. Expenditures may not begin until approval is received.**

## SECTION 4

### CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL PROGRAMS

**DUE: APRIL 30, 2004**

**Submission Required** This section of the Plan Update communicates program and course offerings and their delivery. Program changes (Sections 4.1, 4.2, 4.3) must be submitted annually to ISBE. **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, as well as the secondary portion of the Education-to-Careers Local Partnership. **Note: With the one year extension of the Region Plan, a full submission of all programs is anticipated for FY2006, instead of FY2005. In lieu of that full program submission for FY2005, 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 for sample format. This report may reflect review/revision cycle beginning in any fiscal year from FY00 through FY04. If no program revision work has been conducted in the previous five years, begin the cycle with FY2005.**

For FY2005, submit information on any new or changed courses or programs. This is the same process used for FY2004. These requests will be reviewed and the approval status will be returned along with a regional program data disk from which the changes can be downloaded into the system's ISIS. Discrepancies must be reconciled within two weeks of the receipt of the program approval letter.

**All program modifications must be approved prior to 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 AND CERTIFICATION

**DUE: APRIL 30, 2004**

**Submission Required** New certification assurances with original signatures must be submitted for Fiscal Year 2005. These forms are in the Appendix of this Plan Update.

PLAN UPDATES SHOULD BE MAILED TO:

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

# APPENDICES

**STRATEGIES FOR IMPROVING PERFORMANCE**

**FY2004 CONSOLIDATED ANNUAL REPORT FORM**

**PROGRAM/COURSE CHANGE FORMS**

**FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION**

## **ASSURANCES**

Certification and Assurances for Application and Award

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

Certification Regarding Lobbying

Drug-Free Workplace Certification

Regional Education for Employment Plan Assurance

**FY2005**

**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 FY2005 strategies that will be used to improve student performance.*

**PART I**

CORE INDICATOR	ANNUAL ADJUSTED LEVEL OF PERFORMANCE		
	Exceeded	Met	Did not Meet
<b>1S1 ACADEMIC SKILL ATTAINMENT (Proxy)</b> Percentage of CTE concentrators attaining a high school diploma.			
<b>1S2 OCCUPATIONAL SKILL ATTAINMENT (Proxy)</b> Percentage of CTE concentrators meeting the state standards for workplace skills as assessed by the Illinois Workplace Skills Assessment. <b>(Data are no longer available to address this indicator. Briefly describe, on a separate page, FY2005 System activities that will support student improvement in workplace skills.)</b>			
<b>2S1 HIGH SCHOOL COMPLETION</b> Percentage of CTE concentrators attaining a high school diploma.			
<b>3S1 PLACEMENT IN EMPLOYMENT AND/OR CONTINUING POSTSECONDARY EDUCATION</b> Percentage of CTE completers (as determined in 2S1) with valid social security numbers who were employed in the 2 <sup>nd</sup> quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.			
<b>4S1 ENROLLMENT IN PROGRAMS LEADING TO NONTRADITIONAL OCCUPATIONS</b> Percentage of students enrolled in CTE programs leading to occupations that are nontraditional for their gender.			

<b>4S2 COMPLETION OF PROGRAMS LEADING TO NONTRADITIONAL OCCUPATIONS</b> Percentage of students who completed CTE programs leading to occupations that are nontraditional for their gender.	<table border="1"> <tr> <th colspan="2">CORE INDICATOR</th> </tr> <tr> <td>1S1</td> <td>3S1</td> </tr> <tr> <td><input type="checkbox"/> 1S2</td> <td><input type="checkbox"/> 4S1</td> </tr> <tr> <td><input type="checkbox"/> 2S1</td> <td><input type="checkbox"/> 4S2</td> </tr> </table>				CORE INDICATOR		1S1	3S1	<input type="checkbox"/> 1S2	<input type="checkbox"/> 4S1	<input type="checkbox"/> 2S1	<input type="checkbox"/> 4S2
CORE INDICATOR												
1S1	3S1											
<input type="checkbox"/> 1S2	<input type="checkbox"/> 4S1											
<input type="checkbox"/> 2S1	<input type="checkbox"/> 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 |   |

**STRATEGIES**

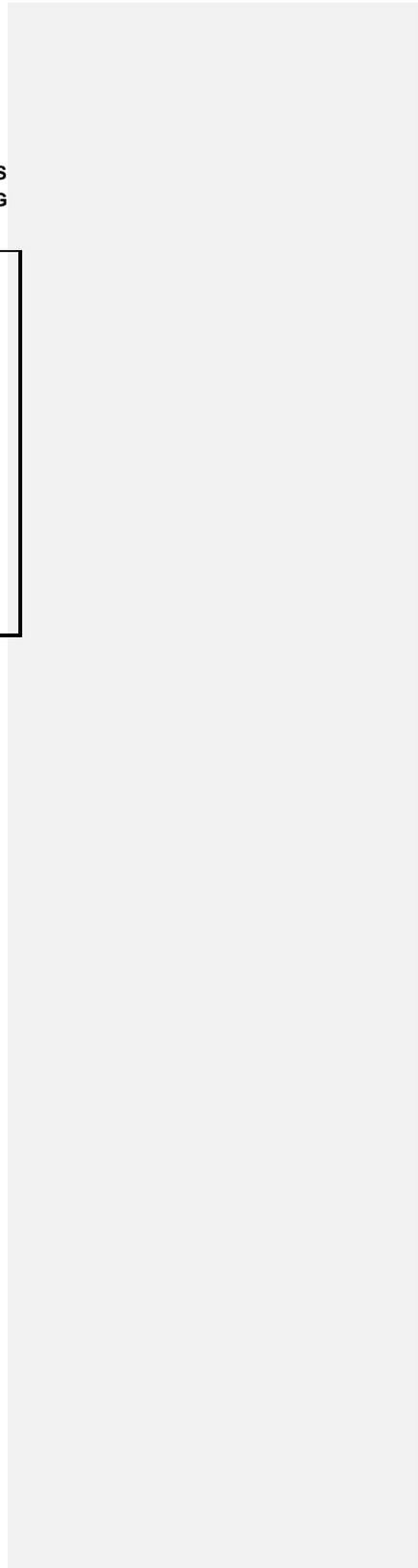
Indicate below all major strategies to be used during FY2005 to increase student attainment of academic skills. Special emphasis should be placed on those programs and/or special populations groups not performing at or above the local AALP. Include the period of time when the strategy will be carried out, the person(s) responsible for completing the strategy and the amount of funding supporting the strategy.

**FY2005 STRATEGIES**

**TIMELINE**

**RESPONSIB  
LE  
PARTY(IES)**

**PERKINS  
FUNDING**



**FY2004**

FY2004 Consolidated Annual Report  
Due September 30, 2004

**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: \_\_\_\_\_  
\_\_\_\_\_

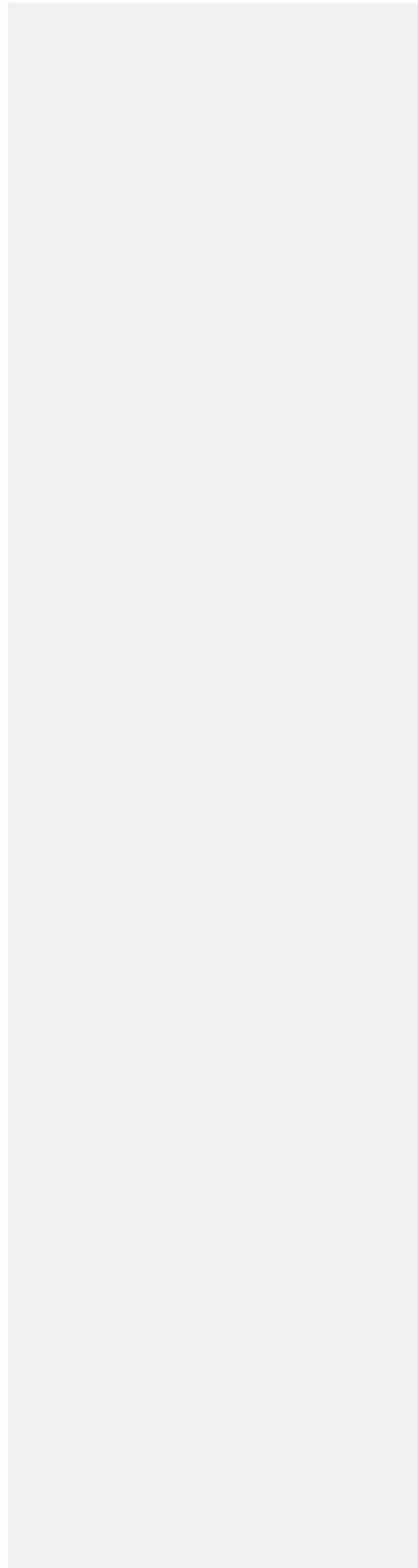
***Describe the implementation and success of one or more of the State's improvement strategies.***

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?







New programs must include a complete program package as identified in Section 4 of the FY2000-2004 Local Plan Guidelines including the requested information for new regional courses indicated in Part III.

## 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)

### Key Course

Identify if the course is a training level course within a program which provides sufficient skills or knowledge for an entry-level occupation. When this course has been identified, it **and** each subsequent course in the sequence should be coded as key courses.

### 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*

# FY2005

## REQUEST FOR NEW REGIONAL COURSES

**System Name:** \_\_\_\_\_ **EFE**  
**#:** \_\_\_\_\_

Complete the following required information for each new course requested.

<b>Regional Course ID</b>	<b>Regional Course Title</b>			
<b>Approval Level</b> <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	<b>Semesters to Complete</b>	<b>Credits Per Semester</b>	<b>Variable Credit</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Range of Variable Credit</b>
	<b>Instructional Approach</b> <input type="checkbox"/> 1 – Conventional <input type="checkbox"/> 2 – Cooperative Education Program <input type="checkbox"/> 3 – Apprenticeship Program		<b>Double Period</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Key Course</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>CIPs:</b>				
<b>Schools:</b> (indicate taught on site [X] or off-site [identify by school name]) <small>ex. Allentown = X          Pillsbury = students travel to Allentown</small>				
<b>Course Description</b>				
<b>ISBE Approval</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				

# FY2005

System Name: \_\_\_\_\_ EFE #: \_\_\_\_\_

**FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION**

Identify below (or using similar format) a five-year rotation plan for the review and revision of all of the System’s career and technical education instructional programs. This cycle may begin no farther back than FY2000 and continue through FY2004, or it could begin in FY2005 and continue through FY2009. If the System’s cycle was completed in FY2004, also include the anticipated order of the next cycle. Include the appropriate information for those meetings held before FY2005.

**Rotation Cycle:** Fiscal Year \_\_\_\_\_ through \_\_\_\_\_ **Next Rotation Cycle:** Fiscal Year \_\_\_\_\_ through \_\_\_\_\_

1. **Example 1**

1. Fiscal Year	1. CIP Code/Program Name	1. Number/Type of Meetings	1. Results 2. (if completed)
2. 2004	20.0400 <i>Food Service and Management Services Cluster</i>	2. 2 – in person 4. 2-review cycles of drafts via email	3. 4. <i>Inclusion of Sanitation Certification instruction at 11<sup>th</sup> grade.</i> 5. 6. <i>Reconfiguration of content to match ProStart Curriculum</i>

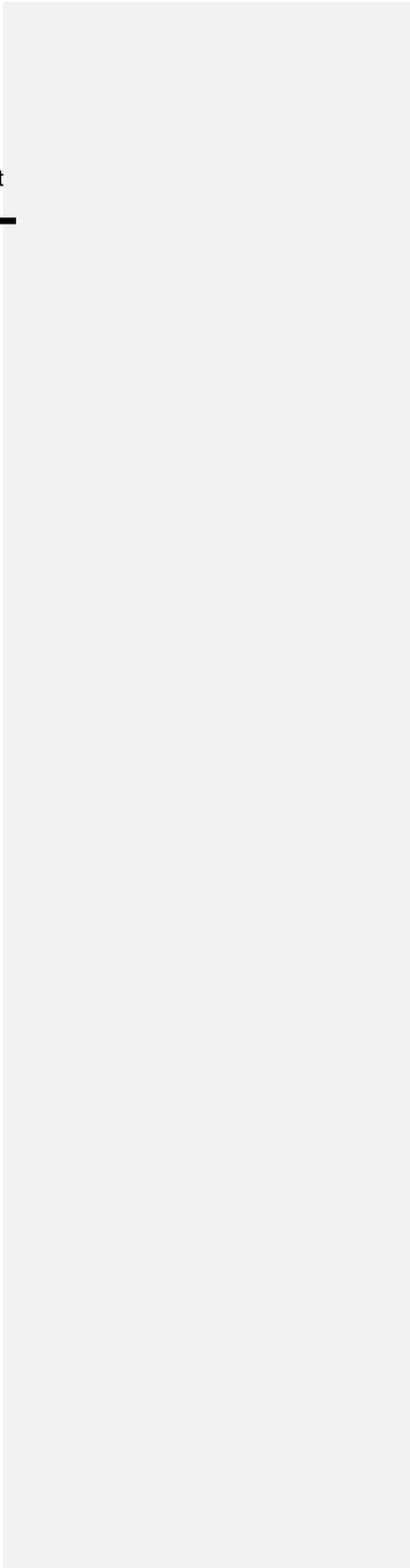
1. **Example 2**

4.	2005	4.	46.1000 Constru ction Occupations	5.	7.
		5.			
		6.			
		7.			
		8.			
5.		9.		6.	8.
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.	10.			7.	9.
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					

**FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION**

1. Fiscal	1. CIP	1. Number/Type	1. Results
-----------	--------	----------------	------------

Year		Code/Program Name	of Meetings	2. (if completed)
2.	2.		2.	3.





# FISCAL YEAR 2006 ILLINOIS STATE BOARD OF EDUCATION CAREER DEVELOPMENT DIVISION

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

**Special Note: Due to the second 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. A complete new CTE Regional Plan submission is anticipated for FY2007. Regional system reporting requirements may be altered as a result of the State's negotiations for this second Perkins III extension. 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 applications 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:
  - a) Name (function/object code)
  - b) Position title
  - c) Percent of time employed by the grant
  - d) 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:
  - a) Function/object code number
  - b) Function/object code name
  - c) 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 below).

<b>Name:</b> Jane Doe 2120-116	<b>Object Code:</b> 339
<b>Title:</b> Placement Coordinator	<b>Object Desc.</b> Other Transportation Services
<b>Pct of Time from Grant:</b> 100%	<b>Amount Budgeted:</b> \$1,300
<b>Salary Rate:</b> \$10,980	<b>Description of Expenditure:</b> 1000-339

Career dev 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. 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 30, 2005**. 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 [www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](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.

# APPENDICES

Appendix A: WPG Chapter 9: Project and Grant Amendments

Appendix B: Grant Budget Pages

Appendix C: Function and Object Codes

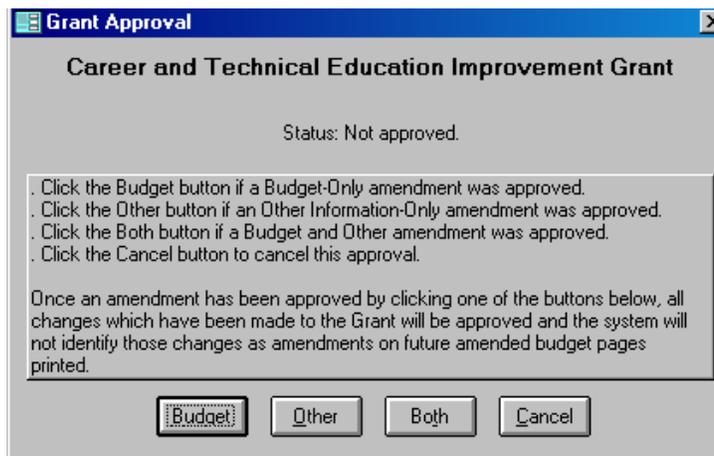
Appendix D: Perkins Grant Review Checklist

## 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.



## 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*. 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, notetakers, interpreters, etc.) to the instructional process. Salaries of staff associated with credit-generating activities are generally not allowable expenditures.

**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 III 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." [Professional Development memo from Charles Schmitt, School Financial Management Services, May 24, 2000.]

**2300 "General Administration"** - Activities concerned with establishing and administering policy in connection with operating the LEA; specifically, those activities concerned with the supervisory responsibilities for the Title II, Part C grant.

**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 a part 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 III 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

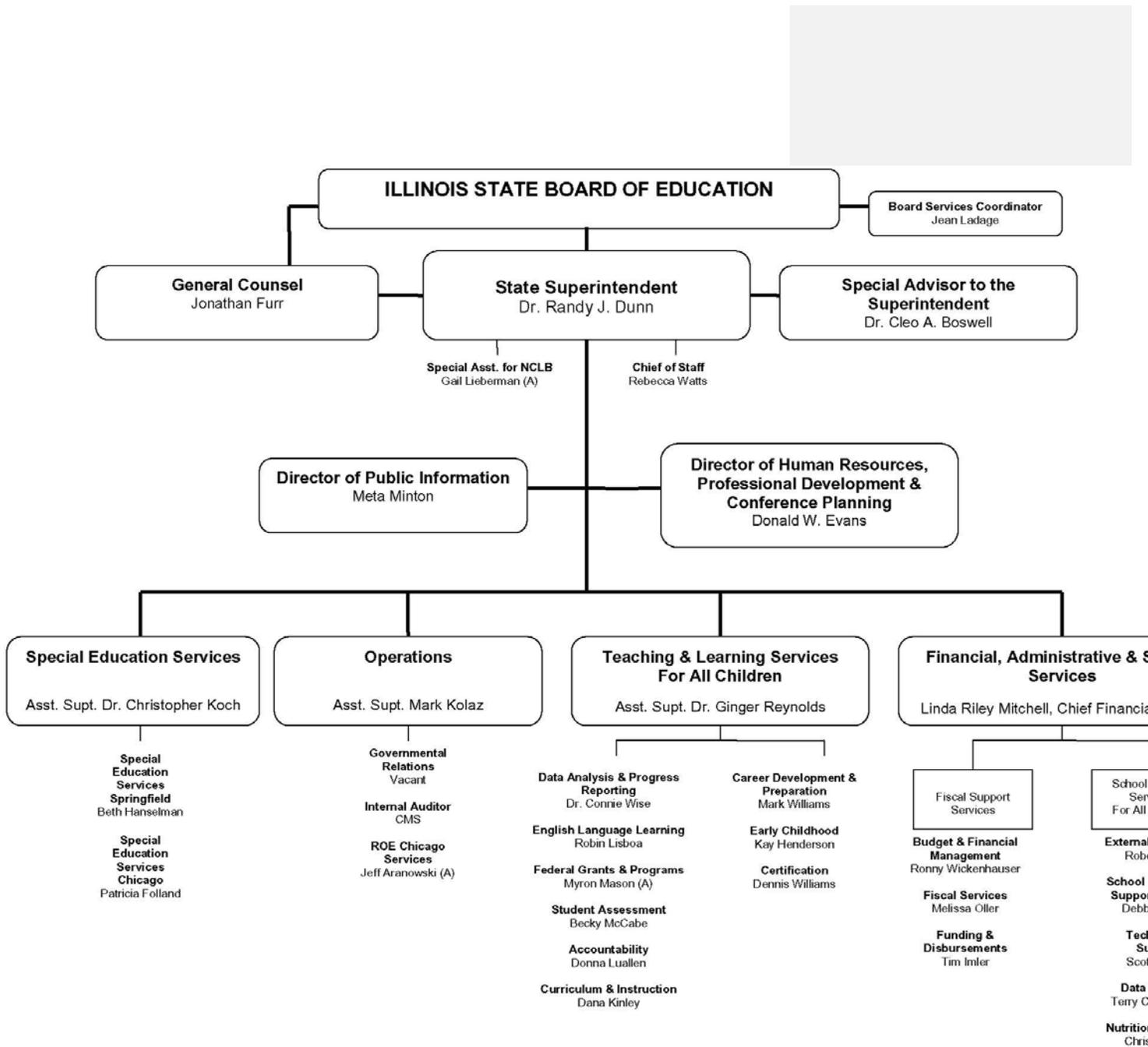
or more. Equipment with an acquisition cost less than \$500 is under 400 Supplies and Materials.

- 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.

- 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+ and budget totals at least \$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



10/17/05

**FISCAL YEAR 2005  
POSTSECONDARY CAREER AND  
TECHNICAL EDUCATION PLAN  
GUIDELINES**

Illinois Community College Board  
401 EAST CAPITOL AVENUE  
SPRINGFIELD, ILLINOIS 62701-1711  
217/785-0125  
March 2004

**FISCAL YEAR 2005  
POSTSECONDARY CAREER AND TECHNICAL EDUCATION  
PLAN GUIDELINES**

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**INTRODUCTION** . . . . .

Signed into law on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of vocational and technical education for the 21st century.

The central goals of this new vision are improving student achievement and preparing students for postsecondary education, further learning, and careers. The law also provides local flexibility by eliminating some of the requirements from the previous legislation. Colleges are now expected to identify baseline data pertinent to the core performance areas and show improvement over time against those performance measures. Colleges have the flexibility to focus funding on those programs and student populations they feel will allow for the greatest improvement in overall performance while assuring success for all students in career and technical education programs.

The FY 2005 Local Plan Guidelines (covering the time period of **July 1, 2004 through June 30,**

**2005**) are divided into four main sections:

1. FY 2005 Program Narrative
2. Program Performance Objectives
3. Program Budget

**PLEASE NOTE** - In FY 2004, the ICCB began distributing Program Improvement Grant (PIG)

funds to community colleges in the form of a restricted grant, decoupling it from the Perkins

guidelines. Therefore, no PIG budget or narrative is required as part of the FY 2005 Postsecondary

Perkins plan. Please contact Rob Kerr at rkerr@iccb.state.il.us or (217) 785-0139 if you have any

questions regarding this change.

One original and three copies of the FY 2005 Career and Technical Education Plan Updates will be

due at the ICCB (401 East Capitol Avenue, Springfield, IL 62701, **ATTN: Becky Sanders**) on or

before 4:30 p.m. May 24, 2004. All plan content submitted by the May 24 due date will be

processed and, if sufficient information is provided, approved prior to the July 1, 2004 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 24, 2004 deadline must apply for an extension in writing to the ICCB (**ATTN: Carol Lanning**). Extension requests must be received by the ICCB prior to May 24, 2004. Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2004. Expenditures may not begin until the approval is received.

A final report detailing the specific activities undertaken in FY 2005 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, 2005. See Appendix L for specific report details and reporting requirements.

## **SECTION 1 - PLAN FORMAT AND NARRATIVE REQUIREMENTS . . . . .**

Section 1.1 - Overview of Plan Process

**One original and three copies of the Fiscal Year 2005 Postsecondary Career and Technical**

**Education Plan must be submitted to the Illinois Community College Board by May 24, 2004.**

For proposal format or submission questions please contact Rob Kerr at rkerr@iccb.state.il.us or (217) 785-0139.

*To avoid delays, please ensure that the following three items are complete and included as part of*

*your fiscal year 2005 Perkins plan (one original and three copies):*

1. Program Narrative (Response to Six Guided Questions, page 3)
2. Program Performance Objectives (Postsecondary Program Improvement Plans, *if necessary*)
3. Program Budget (Perkins Budget Worksheet, Appendix E)

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*.

#### Section 1.2 - Overview of Narrative Requirements

Perkins III federal legislation requires eligible recipients (i.e., Illinois community colleges) to

conduct an annual self-evaluation to determine local program improvement needs and submit a local

plan to the ICCB each fiscal year. In addition to the ten specific areas that the federal legislation

(Section 134b) requires of all local plans (see Appendix A) the FY 2005 local plans must include

specific descriptions of how the college plans to fulfill the eight required "Local Uses of Funds"

described in Perkins Section 135b (see Appendix B for description).

In order to simplify this process and direct the narrative, the ICCB has developed six guided

questions, each in three parts. The format for all six questions is the same:

- Part 1 seeks information on a specific issue or set of issues related to Perkins-funded programs or initiatives at the community college.

- Part 2 seeks information on further activities, funded through sources **other than Perkins**,

that are occurring at the college that support the achievement of the objective(s) listed in Part 1.

- Part 3 seeks information on the specific Perkins Postsecondary Core Indicators (see Appendix C) that are addressed by the activities listed in Parts 1 and 2.

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#### Section 1.3 - Guided Questions for Narrative Development

*Please respond to the following six guided questions (refer to Appendix G for sample activities for*

*each guided question area):*

#### **I. IMPROVEMENT OF ACADEMIC AND TECHNICAL SKILLS OF STUDENTS PARTICIPATING IN CTE PROGRAMS**

1. In FY 2005, how will the college use Perkins funds to improve academic, vocational and technical skills for students in CTE programs? These programs can be

strengthened through methods including, but not limited to, academic integration, a coherent sequence of courses, experiences in all aspects of an industry, challenging and rigorous academic proficiencies, and linking secondary and postsecondary CTE.

2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?

3. Which core indicators are addressed by the activities described in questions 1 and 2?

#### **II. COLLABORATIONS AND PARTNERSHIPS**

1. In FY 2005, how will the college use Perkins funds to involve advisory groups and other stakeholders in the development, implementation, and evaluation of CTE

programs and to disseminate information about these programs to the stakeholders?

2. In addition to the activities listed in response to question 1, what other activities,

funded through sources **other than Perkins**, support the achievement of this objective?

3. Which core indicators are addressed by the activities described in questions 1 and 2?

### **III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT**

1. In FY 2005, how will the college use Perkins funds to initiate, improve, expand and modernize quality CTE programs that are of sufficient size, scope and quality to be effective?

2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?

3. Which core indicators are addressed by the activities described in questions 1 and 2?

### **IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS**

1. In FY 2005, how will the college use Perkins funds to ensure accessibility of programs by members of special populations, overcome barriers that limit success of special populations, and provide programs designed to enable special populations to meet the State adjusted levels of performance?

2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?

3. Which core indicators are addressed by the activities described in questions 1 and 2?

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### **V. NONTRADITIONAL TRAINING AND EMPLOYMENT**

1. In FY 2005, how will the college use Perkins funds to support nontraditional training and employment activities?

2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?

3. Which core indicators are addressed by the activities described in questions 1 and 2?

### **VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT**

1. For FY 2005, how will the college use Perkins funds for comprehensive professional development for CTE and academic faculty and guidance and administrative personnel? Training may be provided in areas including, but not limited to, the use and application of technology, state-of-the-art vocational and technical techniques, effective pedagogy based on research, effective practices to improve community involvement, all aspects of the industry, internship experiences for faculty, and support for CTE teacher education programs.

2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?

3. Which core indicators are addressed by the activities described in questions 1 and 2?

#### **Section 1.3 - 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 III funds. Please include name (if known), position title, percentage of time supported by Perkins III funds, total salary rate and a brief description of their responsibilities.

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## **SECTION 2 - PROGRAM PERFORMANCE OBJECTIVES . . . . .**

### Section 2.1 - Overview of Perkins Accountability System

Continuous system improvement is the foundation of the accountability system created by Perkins

III. Colleges are expected to set goals, monitor performance, and use the results to improve the state

and individual student achievement. This includes the design of processes for capturing performance

data, analyzing the data to determine levels of performance and potential system constraints, and

disseminating the results to the appropriate individuals and groups. All these efforts are directed at

improving the overall CTE system and its components.

To promote continuous program improvement, Perkins III identifies four core performance indicators:

- Student attainment of challenging State established academic, and vocational and technical, skill proficiencies
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential
- Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment

As part of this continuous improvement system model, the State, through an advisory group of

postsecondary educators, established the following long-term performance goals and performance

levels to be responsive to the Perkins III legislation.

- The percentage of students attaining challenging state-established academic and vocational/technical skill proficiencies **will increase to 80%.**
- The percentage of students attaining a postsecondary degree or credential **will increase to**

**70%.**

- The percentage of program completers placed in employment, continuing postsecondary education or the military **will increase to 90%**;
- The percentage of program completers retained in employment **will increase to 100%**.
- The percentage of students participating in or completing vocational and technical programs that lead to advanced training and employment that is nontraditional for their gender **will increase to 25%**.

Specific local goals for each college, in each measure, were established based on the college's historical performance data. Individual targets were set up to help the state as a whole meet negotiated goals in each measure.

#### Section 2.2 - Career and Technical Education Program Accountability

To determine the progress being made in working toward the long-term performance goals of

Perkins III, the State established core indicators of performance which will be in effect during years

3-5 of Perkins III (see Appendix C). Each community college has an established **annual adjusted**

**level of performance** (AALP), which represents to performance target for the college in the core indicator areas.

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In order to update the local Perkins plan for FY 2005, colleges should review the most recent student performance data and, **for those indicators that did not meet the AALP** (i.e., did not meet the

targeted performance level), **complete a Postsecondary Program Improvement Plan (PPIP)** (see

Appendix D). Special attention should be paid to the performance of particular special populations

groups within the indicator, and explicit program objectives should be set to close the performance

gaps. Appendix D contains a format for the PPIP that should be used to address those specific

indicators that did not meet the AALP.

Beginning in FY 2005, PPIPs will be separated into two classifications:

1. **New Plan** - to be submitted in instances where no PPIP was required for the specific core

indicator in FY 2004, but is required in FY 2005. The **New Plan** will describe how the college plans to increase performance in this area.

2. **Plan Revision & Progress Update** - to be submitted in instances where a PPIP was required

for the specific core indicator in FY 2004 and is required again in FY 2005. The **Plan**

**Revision & Progress Update** will include a summary of the past efforts of the college and a specific plan on how to improve performance over the next fiscal year. See Appendix D for more specific information regarding PPIP requirements and format.

**SECTION 3 - PROGRAM BUDGET** . . . . .

Section 3.1 - Budget Process Overview

A *Budget Worksheet* form is provided in Appendix E to assist college planners in structuring an adequate and effective budget for FY 2005 Perkins funds. The worksheet breaks down uses of funds into seven *Expenditure Account* categories:

**1. Improvement of Academic and Technical Skills of Students Participating in CTE**

**Programs**

**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 six guided questions 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 F provides further details on the *Expenditure Categories* and Appendix G contains sample activities for each *Expenditure Account*. For further, more specific expenditure definitions, please consult the July 2000 ICCB

Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm2000.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 E) along with a description and justification for the amendment.

## FISCAL YEAR 2005

## POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN

### APPENDICES

#### APPENDIX A

#### PERKINS III FEDERAL LOCAL PLAN REQUIREMENTS

10 Local Plan Requirements (Perkins Section 134)

**Each local plan shall:**

1. describe how the vocational and technical education programs required under section 135(b) ("local uses of funds") will be carried out with funds received under this title;
2. describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113;
3. describe how the eligible recipient will—
  - A. improve the academic 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;
  - B. provide students with strong experience in and understanding of all aspects of an industry; and
  - C. ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students;
4. describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title;
5. provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs;

6. describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;
7. describe how the eligible recipient--
  - I. will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and
  - II. will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance;
8. describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations;
9. describe how funds will be used to promote preparation for nontraditional training and employment;
10. describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

## **APPENDIX B**

### **PERKINS III FEDERAL REQUIRED AND PERMISSIBLE USES OF FUNDS**

#### **8 REQUIRED USES OF FUNDS** (Perkins Section 135b)

Perkins funds *shall* be used by colleges to support vocational and technical education programs that:

1. strengthen 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;
2. provide students with strong experience in and understanding of all aspects of an industry;
3. develop, improve, or expand the use of technology in vocational and technical education, which may include--
  - A. training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
  - B. 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; or
  - C. encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
4. provide professional development programs to teachers, counselors, and administrators, including--
  - 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;
5. develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
6. initiate, improve, expand, and modernize quality vocational and technical education programs;
7. provide services and activities that are of sufficient size, scope, and quality to be effective;
8. link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

#### **15 PERMISSIBLE USES OF FUNDS** (Perkins Section 135c)

Perkins funds *may* be used by colleges:

1. to involve 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;

2. to provide career guidance and academic counseling for students participating in vocational and technical education programs;
3. to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
4. to provide programs for special populations;
5. for local education and business partnerships;
6. to assist vocational and technical student organizations;
7. for mentoring and support services;
8. for leasing, purchasing, upgrading or adapting equipment, including instructional aides;
9. for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
10. for improving or developing new vocational and technical education courses;
11. to provide support for family and consumer sciences programs;
12. to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;
13. to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
14. to support nontraditional training and employment activities;
15. to support other vocational 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 C**

## **ILLINOIS PERKINS POSTSECONDARY CORE INDICATOR FRAMEWORK**

### **PERKINS POSTSECONDARY CORE INDICATORS**

1. Student Attainment of Challenging Academic and Technical Skill Proficiencies.
2. Credential Attainment (postsecondary credential or degree attainment)
3. Placement in Postsecondary Education, Advanced Training, Military, or Employment (retention in education and employment)
4. Nontraditional Program Participation and Completion.

#### **POSTSECONDARY THRESHOLD AND CONCENTRATOR**

When a postsecondary student earns 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 occupational skills, they have achieved the threshold and are considered a concentrator who will be included in the various measures.

#### **I. STUDENT ATTAINMENT OF CHALLENGING ACADEMIC & TECHNICAL SKILL PROFICIENCIES.**

##### 1P1 Academic Skill Attainment Description

- *Definition* Percentage of occupational majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skill who completed an occupational certificate or associate degree or who are still enrolled or have transferred (composite) within 5 years of enrollment.
- *Numerator* Occupational program majors (1.2) in the cohort who completed a degree or occupational certificate or associate degree or who are still enrolled or have transferred (composite) within 5 years of enrollment.
- *Denominator* All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skills.

• *Source of Data* ICCB Annual Enrollment and completion submission/Community College and Public University Shared Data Files.

##### 1P2 Occupational Skill Attainment Description

- *Definition* Percentage of occupational majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skill who completed an occupational certificate or associate degree or who are still enrolled or have transferred (composite) within 5 years of enrollment.
- *Numerator* Occupational program majors (1.2) in the cohort who completed a degree or occupational certificate or

associate degree or who are still enrolled or have transferred (composite) within 5 years of enrollment.

- *Denominator* All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skills.
- *Source of Data* ICCB Annual Enrollment and completion submission/Community College and Public University Shared Data Files.

## **II. CREDENTIAL ATTAINMENT - POSTSECONDARY CREDENTIAL OR DEGREE ATTAINMENT.**

2P1 Program Completion Description

- *Definition* Percentage of occupational majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skills who completed an occupational certificate or associate degree within 5 years of enrollment.
- *Numerator* Occupational program majors (1.2) in the cohort who completed a degree or occupational certificate within 5 years of enrollment.
- *Denominator* All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skills.
- *Source of Data* ICCB Annual Enrollment and Completion Submission.

## **III. PLACEMENT IN POSTSECONDARY EDUCATION, ADVANCED TRAINING, MILITARY, OR EMPLOYMENT OR RETENTION IN EDUCATION AND EMPLOYMENT.**

3P1 Placement in Employment and/or Continuing Postsecondary Education Description (Exiting Cohort)

- *Definition* Percentage of program completers in a given fiscal year who were employed in the 3<sup>rd</sup> quarter after graduation and/or who were enrolled in the Illinois public higher education-shared database in the academic year following program completion.
- *Numerator* All degree and occupational certificate completers in the same fiscal year (from denominator) identified by social security number (SSN) who show up as employed in the Illinois Unemployment Insurance (UI) wage records in the 3<sup>rd</sup> quarter after program completion and/or were enrolled in the Illinois public higher education-shared database in the academic year following program completion.
- *Denominator* All degree and occupational certificate completers in a given fiscal year who provide valid SSNs.
- *Source of Data* ICCB Annual Enrollment and Completion Submission, Community College and Public University Shared

Data and IDES Unemployment Insurance Wage Records.

3P2 Retention in Employment Description (Exiting Cohort from 3P1)

- *Definition* Percentage of program completers that were employed in the 3<sup>rd</sup> quarter (3P1) and still employed in the 4<sup>th</sup> quarter after program completion.
- *Numerator* All degree and occupational certificate completers in a given fiscal year identified by social security number (SSN) who show up as employed in the Illinois Unemployment Insurance (UI) wage records in the 3<sup>rd</sup> quarter after program completion.
- *Denominator* All degree and occupational certificate completers in a given fiscal year who provide valid SSNs.
- *Source of Data* ICCB Annual Enrollment and Completion Submission, Community College and Public University Shared

Data File and IDES Unemployment Insurance Wage Records.

## **IV. NONTRADITIONAL PROGRAM PARTICIPATION AND COMPLETION.**

4P1 Nontraditional Program Participation Description

- *Definition* Percentage of students enrolled in occupational programs leading to occupations that are nontraditional for their gender.

Male Nontraditional Program Participation Numerator/Denominator (Same Year)

- *Numerator* Total male enrollment in all targeted occupational programs that lead to employment nontraditional for males.
- *Denominator* Total enrollment if female and male in all targeted occupational programs that lead to nontraditional male employment.

Female Nontraditional Program Participation Numerator/Denominator (Same Year)

- *Numerator* Total female enrollment in all targeted occupational programs that lead to employment nontraditional for females.

- *Denominator* Total enrollment if female and male in all targeted occupational programs that lead to nontraditional female employment.
- *Source of Data* ICCB Annual Enrollment and Completion Submission, CPS, SEPS, Illinois Wage Survey, and ICCB Curriculum Master.
- 4P2 Nontraditional Program Completion Description
- *Definition* Percent of students who completed occupational programs leading to occupations that are nontraditional for their gender.
- Male Nontraditional Program Completion Numerator/Denominator (Same Year)
- *Numerator* Total number of program completions by male students in all targeted occupational programs that lead to employment nontraditional for males.
- *Denominator* Total number of program completions by female and male in all targeted occupational programs that lead to nontraditional male employment.
- Female Nontraditional Program Completion Numerator/Denominator (Same Year)
- *Numerator* Total number of program completions by female students in all targeted occupational programs that lead to employment nontraditional for females.
- *Denominator* Total number of program completions by female and male in all targeted occupational programs that lead to nontraditional female employment.
- *Source of Data* ICCB Annual Enrollment and Completion Submission, CPS, SEPS, Illinois Wage Survey, and ICCB Curriculum Master.

**APPENDIX D**

**POSTSECONDARY PROGRAM IMPROVEMENT PLAN (PPIP)  
FOR INDICATORS THAT DID NOT MEET THE AALP**

*please complete a separate Postsecondary Program Improvement Plan for each indicator that did not meet the AALP*

Community College .....

Perkins Core Indicator Being Addressed .....

Core Indicator AALP ..... Actual Performance .....

Actual Performance of Identified Special Populations:

Special Population Actual Performance  
.....  
.....  
.....  
.....  
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.....  
.....  
.....  
.....

This submission is a (check only one):

**9 New Plan** - no PPIP was required for this core indicator in FY 2004, but is required in FY 2005

If a PPIP was not required for this indicator in FY 2004 but is required in FY 2005, please describe how your college plans to increase performance in this area. Include references to the performance of particular special populations that did not meet the AALP in this indicator and how activities planned will affect these groups. Be as specific as possible and include project timelines, amount of funds

(Perkins and other) being allocated, and any other details that will help to delineate your approach (attach additional sheets if necessary).

**9 Plan Revision & Progress Update** - a PPIP was required for this core indicator in FY 2004 and is again required in FY 2005

If a PPIP was required for this indicator in FY 2004 and is required again in FY 2005, please provide a summary of the past efforts

of your college and a specific plan on how to improve performance over the next fiscal year. Be as specific as possible and include outcomes from the previous year's activities, project timelines, amount of funds (Perkins and other) being allocated, and any other details that will help to delineate your approach (attach additional sheets if necessary).

**APPENDIX E** .....

**... PERKINS BUDGET WORKSHEET**

Functional Expenditure Categories-----

- LINE
- EXPENDITURE
- ACCOUNT 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
- and Technical Skills of
- Students Participating in
- CTE Programs
- 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 Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix B 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 Signature of Authorized Official date phone

## **APPENDIX F**

### **PERKINS BUDGET TERMS AND DEFINITIONS**

#### **Functional Expenditure Category Descriptions**

**PLEASE NOTE:**

T All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix B and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

T For further, more specific expenditure definitions, please consult the July 2000 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm2000.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 III 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 B and must directly enhance, support or assist the college's Career and Technical Education students and/or programs. Other expenditure costs may include:

- Tuition Waivers (for CTE students)
- Transportation/Child Care costs (for CTE students)

**APPENDIX G**

**PERKINS PROGRAM PLANNING AND BUDGET DESIGN INFORMATION**

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

**Perkins allowable uses of funds and associated ICCB Guided Question/Expenditure Accounts . . . . .**

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

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 III.

**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 H**

**ICCB PERKINS STAFF TEAM CONTACT INFORMATION**

**ICCB Address:**

401 East Capitol Avenue  
Springfield IL 62701-1711  
Fax: 217-785-0090

Virginia McMillan~ Executive Vice-President

Phone: 785-0011

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

**PERKINS LEADERSHIP TEAM:**

Carol Lanning

Senior Director for Program Planning & Accountability

Phone: 217-524-5502

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

Karen Hunter-Anderson

Director for Career & Technical Education

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

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 Associate Director for Career Instruction Initiatives  
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 Tricia Broughton  
 Associate Director for Career & Technical Programs  
 Phone: 217-785-0082  
 E-mail: tbroughton@iccb.state.il.us  
 Aimée!e LaFollette  
 Associate Director Career & Technical Education Support  
 Phone: 217-557-7120  
 E-mail: alafollette@iccb.state.il.us  
 Becky Sanders  
 Office Manager  
 Phone: 217-785-0081  
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**FUNDING & DISBURSEMENTS:**  
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 E-mail: eandres@iccb.state.il.us  
 Ed Smith~ Director for System Finance  
 Phone: 217-785-0173  
 E-mail: esmith@iccb.state.il.us

**PERKINS REGIONAL CONSULTANTS:**

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 E-mail: terryclark2002@hotmail.com  
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 Chicago Region  
 Phone: 708.448.5672  
 E-mail: bmfmaf@yahoo.com  
 Sue Petrilli  
 Central Region  
 Phone: 217.793.2895  
 E-mail: rspetrilli@warpnet.net  
 Dan Segebarth  
 Northern Region  
 Phone: 708.799.7428  
 E-mail: louseg@aol.com

**PERFORMANCE INDICATOR/DATA INFORMATION:**

Scott Parke~ Senior Director for Policy Studies  
 Phone: 217-785-0154  
 E-mail: sparke@iccb.state.il.us

**WIA PERKINS INTEGRATION INFORMATION:**

Lavon Nelson~ Director for Employment & Training  
 Phone: 217-557-2742  
 E-mail: lnelson@iccb.state.il.us

Community College . . . . .  
 . . . . .  
 Primary Perkins Contact . . . . .  
 . . . . .  
 E-mail . . . . .  
 . . . . .  
 Phone number . . . . .  
 . . . . .

*Submit one original and three copies of your FY 2005 plan  
 by May 24, 2004 to:*

**The Illinois Community College Board  
401 East Capitol Avenue  
Springfield, Illinois 62701  
ATTN: Becky Sanders**

## **APPENDIX I**

### **PROPOSAL COVER SHEET**

***Please attach the completed cover sheet to your FY 2005 Postsecondary Perkins Plan.***

All plan content submitted by the May 24 due date will be processed and, if sufficient information is provided, approved prior to the

July 1, 2004 starting date. Colleges not able to return completed plans by the May 24, 2004 deadline must apply for an extension in

writing to the ICCB (ATTN: Carol Lanning). Extension requests must be received by the ICCB prior to May 24, 2004.

Local plans

received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2004.

Expenditures may not

begin until the approval is received.

*The following items are required as part of your FY 2005 local plan submission:*

Section 1 Program Narrative

\_\_\_\_\_ Response to Guided Questions (page 3)

\_\_\_\_\_ 1. Improvement of Academic and Technical Skills of Students Participating in CTE Programs

\_\_\_\_\_ 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 4)

Section 2 Program Performance Objectives

\_\_\_\_\_ Program Improvement Plan (page 5)

NOTE: Please include a separate specific Program Improvement Plan for each indicator that did not meet the AALP (Appendix D).

Section 3 Program Budget

\_\_\_\_\_ Perkins Budget Worksheet (Appendix E)

Upon submission and approval of the Program Narrative and Budget Worksheet, the ICCB will forward to the college a final *Grant*

*Agreement* form to be signed by the college president. The signed *Grant Agreement* will detail specific award

information and will

include all required Assurances and Disbarment forms. Audits will be based on the information provided in the signed

*Grant*

*Agreement.*

## **APPENDIX K**

### **FISCAL YEAR 2005 PERKINS POSTSECONDARY FEDERAL FUNDING ALLOCATIONS**

Community College

FY02 Pell

Count

FY03 Pell

Count Change FY04 Award FY05 Award Change

## **APPENDIX L**

### **FISCAL YEAR 2005 CAREER AND TECHNICAL EDUCATION FINAL REPORT**

#### **FORMAT**

#### **FISCAL YEAR 2005 FINAL REPORT FORMAT**

**Due October 1, 2005**

1. Describe any successful programs or activities implemented or continued at the college during FY 2005 in the postsecondary

Perkins program components listed below. *If available*, include specific evidence of successful outcomes. Please identify

those programs or activities that you believe could be disseminated as models to other community colleges.  
2. Describe any barriers to success the college encountered in Perkins program activities during FY 2005.  
3. Provide a list of all Postsecondary Program Improvement Plans (PPIPs) the college was required to submit as part of the FY 2005 plan.  
4. Provide an update and summary of the activities undertaken by the college during FY 2005 in each of the core indicators addressed by the FY 2005 PPIPs. Be as specific as possible and include outcomes from the previous year's activities, amount of funds (Perkins and other) allocated to these efforts, and any other details that will help to delineate your approach.

....

A. Improvement of Academic and Technical Skills of Students Participating in CTE Programs  
Strengthening programs through methods including, but not limited to, academic integration, a coherent sequence of courses, experiences in all aspects of an industry, challenging and rigorous academic proficiencies, and linking secondary and postsecondary CTE.

B. Collaborations and Partnerships  
Involving advisory groups and other stakeholders in the development, implementation, and evaluation of CTE programs and to disseminate information about these programs to the stakeholders.

C. Program Quality and Continuous Improvement  
Initiating, improving, expanding and modernizing quality CTE programs that are of sufficient size, scope and quality to be effective.

D. Access and Success for Special Populations  
Ensuring accessibility of programs by members of special populations, overcoming barriers that limit success of special populations, and providing programs designed to enable special populations to meet the State adjusted levels of performance.

E. Nontraditional Training and Employment  
Developing training and employment activities in support of students enrolled in community college programs that are nontraditional for their gender.

F. Faculty and Staff Professional Development  
Developing comprehensive professional development for CTE and academic faculty and guidance and administrative personnel. Training may be provided in areas including, but not limited to, the use and application of technology, state-of-the-art vocational and technical techniques, effective pedagogy based on research, effective practices to improve community involvement, all aspects of the industry, internship experiences for faculty, and support for CTE teacher education programs.

Please forward the completed report *by October 1, 2005* to:

The Illinois Community College Board  
401 East Capitol Avenue  
Springfield, IL 62701  
ATTN: Becky Sanders

**FISCAL YEAR 2005**

**ILLINOIS TECH PREP CONSORTIUM  
GRANT CONTINUATION GUIDELINES**

Illinois Community College Board

**401 EAST CAPITOL AVENUE  
SPRINGFIELD, ILLINOIS 62701-1711  
217/785-0139**

**ILLINOIS COMMUNITY COLLEGE BOARD**

# ILLINOIS TECH PREP CONSORTIUM GRANT CONTINUATION GUIDELINES FISCAL YEAR 2005

## ILLINOIS TECH PREP CONSORTIUM GRANT CONTINUATION 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 2005 Tech Prep Consortium Budget Worksheet
- E. Fiscal Year 2005 Transit Entity Annual Plan and Budget Worksheet
- F. Tech Prep Sequence Approval Procedure
- G. Grant Proposal Cover Sheet
- H. Fiscal Year 2005 Tech Prep Consortium Final Report Format (to be supplied under separate cover)
- 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 2005 PLAN. FOR MORE INFORMATION, PLEASE VISIT THE ICCB ILLINOIS TECH PREP WEBSITE  
..... [www.iccb.org/techprep](http://www.iccb.org/techprep)

**T**itle II of the *Carl D. Perkins Vocational and Technical Education Act of 1998* (Perkins III) reauthorized Tech Prep education programs nationwide. In Illinois, Tech Prep 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](http://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 III, federal performance accountability systems, and non-traditional 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](http://www.NATPL.org)

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Pertinent definitions for Tech Prep in Illinois are listed below. Approved by the U.S. Department

of Education, these definitions are designed to meet the intent of the legislation and provided all

consortia with a common programmatic foundation.

**Program Definition**

Tech Prep is a program of study which begins in high school, continues at a postsecondary institution, and culminates in an associate of applied science degree, two-year certificate, or two-year apprenticeship in one of the Career Interest Areas:

- Agriculture and Natural Resources,
- Arts and Communications,
- Business and Administrative Services,
- Health Care,
- Human and Family Services, and
- Industrial and Engineering Technology.

A Tech Prep program leads to related meaningful employment and is developed by all partners (secondary, postsecondary and private sector). It may also articulate from a community college to a four-year college/university, or four-year apprenticeship.

#### **Sequence of Courses**

A Tech Prep sequence of courses consists of a program-specific core of academic and technical courses taught during the two years of secondary school preceding graduation at a minimum, and:

- at least two years of postsecondary education in a non-duplicative course of study leading to an associate of applied science degree or two-year certificate in a specific career field, or
- two years of an apprenticeship following high school.

The sequence must include integrated academic and technical content, workplace skills, and instruction delivered both at the worksite and in the school/college setting. Programs may begin as early as the 9th grade and may also articulate from a community college to a four-year college/university, or four-year apprenticeship.

#### **Tech Prep Student**

A Tech Prep student is one who is seeking further education after high school and has a written

career plan that identifies a sequence of courses that leads to a Tech Prep occupation as a career goal.

Students may begin as early as the 9th grade and no later than the 11th grade to select a Tech Prep sequence of courses. Students may revise their program of study as they move toward their career goal.

#### **Tech Prep Occupation**

A Tech Prep Occupation meets all the following criteria:

- an associate of applied science degree, two-year certificate or a two-year apprenticeship

(following high school completion) is the predominant method of entering the occupation;

- the occupation has opportunities for above-average entry wages and career advancement;
- the occupation requires advanced technical skills; and
- the occupation requires multifaceted problem-solving and critical thinking skills.

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### **Tech Prep Completer**

A Tech Prep Completer must have:

- followed a written career plan indicating a Tech Prep occupation as a career goal;
- taken a sequence of program-specific core academic and technical courses to prepare for a

Tech Prep occupation during the two years of secondary school preceding graduation;

- articulated to a non-duplicative academic and technical course of study for a Tech Prep

occupation leading to an associate of applied science degree, two-year certificate, or two-year

apprenticeship following high school; and

- completed two years of postsecondary education leading to an associate of applied science

degree, two-year certificate, two years of an apprenticeship, or articulated from a community

college to a four-year college/university in a Tech Prep occupation.

### **Eligible Uses of Funds**

Federal funds allocated to consortia must be used to support consortium-wide activities and may *only*

be used to provide services or activities to students in the 9<sup>th</sup> grade or higher.

### **One original and three copies of the Fiscal Year 2005 Tech Prep program proposals must be**

**submitted to the Illinois Community College Board by May 17, 2004.** 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 rkerr@iccb.state.il.us or (217) 785-0139.

*To avoid delays, please ensure that the following five items are complete and included as part of*

*your fiscal year 2005 Tech Prep Consortium proposal (one original and three copies):*

1. Grant Proposal Cover Sheet (see Attachment G for specifications)
2. Project Profile Worksheet, *if necessary* (Attachment B)
3. Tech Prep Annual Plan Worksheets (Attachment C)
4. Fiscal Year 2005 Tech Prep Consortium Budget Worksheet (Attachment D)
5. Fiscal Year 2005 Transit Entity Annual Plan and Budget Worksheets, *if necessary* (Attachment E)

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.

Each consortium must submit an Annual Plan that describes activities that will be undertaken to address *the six revised Tech Prep Components* (see Attachment A). These Components are designed to encompass all applicable federal grant requirements (including all secondary and postsecondary core performance indicators established by Perkins III) and assist consortia to plan, implement and evaluate high quality Tech Prep programs. The Components focus on:

1. Consortium-Level Articulation
2. Tech Prep Program Sequences
3. Inservice Training
4. Equal Access for Special Populations
5. Linkages and Program Innovation
6. Preparatory Services

See Attachments A and B for more detailed information on the six Components, as well as a crosswalk between the six components, the eight essential elements and federal Perkins III Tech Prep Program Components. All proposed Tech Prep activities and expenditures for fiscal year 2005 must support the six Components and continuous program improvement. Only activities that relate directly to state

approved Tech Prep programs or the development of new course sequences and articulation agreements may be undertaken. 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.

Federal Tech Prep funds must be used to support consortium-wide activities and may not be used to provide services or activities to students below the 9<sup>th</sup> grade. Activities that are being initiated in response to specific recommendations and/or identified areas of improvement from the consortium's Tech Prep on-site review should be noted on the Annual Plan.

#### **On-Site Review Follow-Up**

Consortia that have taken part in the Tech Prep on-site review process must address the recommendations of the review team in their annual plan by marking in bold print those activities that have been initiated as a result of the review team's findings.

#### **Transit Entities Requirements**

All Tech Prep funded activities must directly support one or more of the six Tech Prep Components and the consortium's Annual Plan. 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 approved Tech Prep sequences on file with the state (see Attachment G for more information on the Tech Prep sequence approval process). 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.

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In addition to the Annual Plan and Budget worksheet, each transit entity must provide the following information, as part of the proposal (Attachment C, Section 1.9) 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 and 3 of these guidelines).

#### **Performance Indicators**

Perkins III requires states to set performance goals for five *Core Performance Indicators*:

1. Student attainment of challenging academic skill proficiencies at a sufficient level to allow students to perform satisfactorily in employment as well as in daily life. Secondary attainment of this indicator is measured by the percentage of CTE concentrators who attain a high school diploma. Postsecondary attainment is measured by the percentage of occupational majors who complete an occupational degree or certificate or are continuing their postsecondary education.
2. Student attainment of challenging career and technical skill proficiencies, which conform to established skill standards in the occupation for which the student is preparing. Secondary attainment measures for this indicator are currently being revised. Postsecondary attainment is measured by the percentage of occupational majors who complete an occupational degree or certificate or are continuing their postsecondary education.
3. Student attainment of a postsecondary degree or credential.
4. Placement in, retention in, and completion of a postsecondary education or advanced training, placement in military, or placement or retention in employment.
5. Student participation in and completion of career and technical education programs that lead to nontraditional training and employment.

Tech Prep consortia should review current programs to determine how students are performing in relation to the core performance indicators. **For more information on secondary and postsecondary core performance indicators**, go to the Illinois State Plan for Career and Technical Education at: <http://isbe.net/partnerships/Perkins/state%20plan%204-01-00.doc>.

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### **Budget Process Overview**

A Consortium Budget Worksheet form is provided in Attachment D to assist consortia in structuring an adequate and effective budget for FY 2005 federal Tech Prep funds. The worksheet breaks down

uses of funds into seven *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* consortium

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 seven 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 2000 ICCB Fiscal Management Manual

(<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm2000.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.

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 submitting entity that is authorized to submit the proposal*** (e.g., community college

president, Board Officer or Board of Control Chair) ***and returned to the ICCB in order to activate***

***the grant.*** Audits will be based on the information provided in the signed Grant Agreement.

**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.

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Beginning July 1, 2003 application for approval of new Tech Prep sequences should be made to the

Illinois Community College Board following the Tech Prep Sequence Approval Procedure found in

Attachment F. New Tech Prep sequences may be submitted for approval at any time during the year

and *do not* need to be a part of your FY 2005 Consortium Proposal. Any sequence approved by the

Illinois State Board of Education prior to July 1, 2003 need not be resubmitted for approval by the

ICCB.

**Tech Prep sequences must be designed to help students attain challenging academic and**

**technical skill proficiencies and include integrated academic and technical content.** Sequences

must include specific high school and community college course information and meet all

requirements listed in the *Program Specifications and Definitions* section of the Fiscal Year 2005 Tech Prep Consortium Grant Continuation Guidelines. Tech Prep funds may only be transited to high schools and/or community colleges that have approved Tech Prep sequences on file with the state. An articulation agreement defining the terms and conditions of the sequence and signed by each of the educational partners must be submitted in order to receive approval.

### **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 submitting entity that is authorized to submit the proposal*** (e.g., community college president, Board Officer or Board of Control Chair) ***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.

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**Deliverables**

Each consortium is required to submit the following fiscal year 2005 reports and other deliverables

by the dates indicated:

**A. Fiscal Year 2005 Tech Prep Consortium Final Report**

(covering the period from July 1, 2004 - June 30, 2005)

Three copies are due to the Illinois Community College Board by August 2, 2005. The final

report format is included in Attachment H. ICCB will distribute copies to the Illinois State Board of Education, 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).

**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)*.

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