

**Carl D. Perkins Act of 1998
Consolidated Annual Report for FY 2006
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 to ICCB, effective July 2003. ICCB distributes Perkins funds to the 39 Illinois community college districts, as well as to the secondary and postsecondary members of the 39 Illinois Tech Prep Consortia.

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

There are several key Illinois state agencies responsible for career and technical education, and workforce investment. These agencies include, but are not limited to: the Illinois Department of Commerce and Economic Opportunity, which provides Workforce Investment Act administration; the Illinois Department of Employment Security, which provides labor market information and career awareness and information systems; the Illinois Department of Human Services—Office of Mental Health and Developmental Disabilities and the Office of Rehabilitation Services, which provide training to persons with disabilities; and the Illinois Department of Corrections (IDOC), which provides training for incarcerated inmates for successful re-entry into society and the workplace. The University of Illinois, Southern Illinois University, and Illinois State University are also key partners. Additional descriptions of some of the key agencies are also outlined under the State Leadership activities. An 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 the EFE systems (secondary) and Illinois Community College districts (postsecondary) based on ISBE and ICCB policies, rules, and regulations. Secondary programs are organized around the five pathways of: Agricultural Education; Business, Marketing and Management Education; Family and Consumer Sciences; Health Occupations; and Industrial Technology.

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

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

Postsecondary programs offered through the community college system require ICCB approval. College applications for new Associate of Applied Science degree programs and career and technical certificates must provide information on the curriculum, meet the ICCB requirements, and demonstrate need for the program, documented by labor market information. Programs must indicate education and skill requirements based on employer input, skill standards, and accreditation/licensure standards, if applicable, and articulate assessment of student learning, faculty qualifications, academic control, and cost. Career and technical programs are reviewed once every five years with focus on program need, cost, and quality. Based on the review, programs are designated as continued with minor improvements, continued with significant changes, scheduled for continued review, or discontinued. Quality of 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 that provides state government, local schools, and colleges with the ability to examine student progress aggregated into a wide variety of configurations. It uses locally entered student records and state matching to administrative databases to identify student results for each Perkins sub-indicator for a variety of demographic and programmatic subpopulations, including each special population. It is a powerful tool for assessing the needs and outcomes of these groups. Training efforts continue to focus on improving data quality and were expanded during FY 2006 to address using data for program improvement purposes. The results of the Performance Management Information System are used to report the state's performance for the Consolidated Annual Report and for development and revision of regional career and technical education plans.

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

Use of Technology

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

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

Other strategic uses of ISBE and ICCB technology funds in FY 2006 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 21st century learning goals, including specific knowledge and skills related to technology use;
- Priority to ensuring that the power of technology benefits high-risk, high-poverty students and schools and colleges, including, but not limited to, elimination of the digital divide;
- Professional development for pre-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 the Illinois Center for Specialized Professional Support to implement activities, in collaboration with ISBE and ICCB, to expand the knowledge and skills of professionals working with special populations. The Illinois Center for Specialized Professional Support 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. (<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.icsps.ilstu.edu>)
- Staff of the Illinois Center for Specialized Professional Support provided resources at regional meetings with Perkins administrators and special population's personnel.
- Staff of the Illinois Center for Specialized Professional Support provide information and resources upon request.

Development of Materials

- A CTE *Networking Directory 2005-2006 updated*, 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.icsps.ilstu.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 and New Look Self Assessment Tool* was used 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.icsps.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 an information technology career.
- The *Civil Rights Self-Assessment: A Tool for Illinois Community Colleges* CD was disseminated and the website published to postsecondary Perkins personnel to be used in the evaluation of community college policies and practices related to various civil rights laws. (<http://www.icsps.ilstu.edu/ocr/>).
- *Self-Sufficiency: Could This Be Your Life? Is a web-based career assessment tool.*

Professional Development

- Staff of the Illinois Center for Specialized Professional Support developed and conducted the *NTO Look* workshop, which 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 and the Illinois Office of Educational Services to enhance professional development opportunities available to career and technical educators in Illinois. Progress toward their objectives includes:

- With the direction of a statewide advisory committee group of ISBE and local administrators, teachers, and teacher educators, the Curriculum Revitalization Initiative was formed to develop and disseminate revitalized CTE curriculum in all content areas similar to the efforts under way for agriculture.

- Curriculum research and planning was conducted in each approved content area.
- Curriculum dissemination and technical assistance was conducted in each of the content areas.
- Technology-based curriculum resources were provided to CTE educators and up-to-date technology support to deliver innovative and effective resources for Illinois Office of Educational Services and ISBE priorities was maintained.
- Illinois Student Information System technical support and training efforts are a primary initiative of the Illinois Office of Educational Services. Technical support on all aspects of the software (including the importance of data quality) continued to be provided via phone, e-mail, onsite 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 funds 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 in June.

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

Illinois State University provided the annual statewide Connections/High Schools That Work (HSTW) Conference in Springfield, Illinois, that provided professional development activities to more than 900 teachers, counselors, and administrators. The grant also provided a series of HSTW Forums, technical assistance in-service activities, and site visits to the funded HSTW sites in 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 HSTW 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 Curriculum Revitalization Initiative was formed under the direction of a statewide advisory committee group composed of ISBE, the Illinois Office of Educational Services, local administrators, teachers, and teacher educators to develop and disseminate revitalized CTE curriculum in all content areas similar to the efforts currently under way in agriculture.

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

University of Illinois—*Project Lead the Way* brings early exposure of engineering concepts to students in middle and high school, smoothing the path to a more formal preparation in engineering within institutions of higher education

or the path to postsecondary technologically oriented jobs. The project provided training and professional development for the teachers who ultimately will teach a core group of engineering-oriented courses in Illinois middle and high schools.

Providing Preparation for Nontraditional Training and Employment

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

Illinois State University–State Leadership Activities funds were provided to the Illinois Center for Specialized Professional Support of Illinois State University to implement activities, in collaboration with ISBE and ICCB, to expand the knowledge and skills of professionals working with special populations and nontraditional training and employment. Additional information is available 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 EFE System and postsecondary Illinois Community College districts to enable students to achieve state academic standards and vocational and technical skills. The EFE systems are governed by the regional Boards of Control, consisting largely of school district superintendents, while the Illinois Community Colleges are governed by the elected Board of Trustees for each individual college district.

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

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

Serving Individuals in Institutions

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

Correctional Institutions

- IDOC School District 428 manages six Life Skills Centers. These centers facilitate the re-entry of released individuals into the workforce by providing services such as referrals for continuing education and job training, housing, counseling, transportation, and other subsistence needs so that they can obtain gainful employment.

- Referrals to the Life Skills program are received from designated Life Skills coordinators at each adult and juvenile IDOC facility. Eligible inmates must be within four months of release, with an emphasis placed on inmates who have participated in adult basic education, GED, or vocational programs while incarcerated, and particularly vocational completers. Referrals are also accepted from probation and parole officers.
- The correctional education system provides standardized vocational programs through the approval of ICCB. These programs are regularly reviewed and updated to improve instruction and experiences essential for learning elements of the business or industry chosen.
- IDOC funded several nontraditional training programs, including culinary arts, cosmetology, and dog training/grooming. These programs are monitored to improve program effectiveness and curriculum content.

Institutions for Individuals with Disabilities

- The Illinois Department of Human Services, Office of Rehabilitation Services (ORS) Education for Employment Delivery System is composed of three residential educational facilities administered and operated by ORS. Coordination between the ORS schools and other federal and state programs, such as the 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. The pilot project continues to involve six training programs that target program completion and employment. Baseline data are collected to establish core indicators of performance.

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

Illinois State University–State Leadership Activities funds were provided to the Illinois Center for Specialized Professional Support to implement activities, in collaboration with ISBE and ICCB, that expand the knowledge and skills of professionals working with special populations and nontraditional training and employment. The Illinois Center for Specialized Professional Support/Special Populations Professional Development and Assistance Project provided support to these areas. Additional information is available in 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 Illinois Department of Employment Security is required for programs submitted for approval to ISBE and ICCB.

B. Permissible Activities

Guidance Services

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

- Maintain, update, and train users in the use of the *Horizons Career Information System*.
- Maintain and update *Countdown Application*.
- Make the *Horizons Career Information System* and *Countdown 9, 8, 7...* available via the Internet to all Illinois elementary, middle/junior high, and high schools, and to all Illinois students, parents, educators, and counselors.
- Promote Illinois Statewide Career Resource Network products and services to the EFE systems, Regional Offices of Education, school districts, and other constituencies.

- Update, enhance, and distribute the *Illinois Job Outlook in Brief* brochure (English and Spanish versions), the *Guides to Career Choices* brochure, and *One Source* promotional bookmarks.

All career information systems were reviewed and updated. These systems were available to students, parents, counselors, educators, and schools via the Internet at www.ILWorkInfo.com and through PC-based versions on CD-ROM. More than 67,988 unique visitors generated hits to the website during the first complete year of release on the Internet. The *Illinois Job Outlook in Brief* brochure and its Spanish version, *Perspectiva de Trabajo en Breve para Illinois*, have been distributed to all EFE system directors, Regional Offices of Education, and community colleges. The new *A Guide to Your Job Search and Illinois Career Information System* was distributed to a wide audience, including the 58 EFE systems, 39 community colleges districts, and more than 900 school districts.

Local Evaluation

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

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

FY 2006 was the sixth year for the Tech Prep Evaluation System (TPES). Based on a five-year rotation schedule, nine consortia were evaluated in FY 2006.

Goals that guide the TPES system are comprehensive and progressive:

- Describe the status of Tech Prep implementation in 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 the Illinois Student Information System 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 for all instructional programs and related support services.

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

The ICCB, in partnership with ISBE, brought together a broad-based working group of Tech Prep stakeholders to discuss the future direction of the Tech Prep evaluation process. This work group considered many factors, including the past outcomes of the previous evaluation tool and the future needs of the program. It was determined that while Tech Prep in Illinois was effective, consortia needed to concentrate on developing long-term strategic plans to ensure that their programs would be well positioned to avoid barriers and take advantage of future opportunities. Personnel from the University of Illinois Office of Community College Research and Leadership (OCCRL) were contracted to help develop the data tools necessary to facilitate this type of planning. OCCRL researchers were dispatched to various consortia around the state to gather statistics related to the methods and procedures adopted at the local level related to data collection and use. An outcome of this work was the Tech Prep *Trend Report*.

Future evaluation methods for Tech Prep in Illinois will rely heavily on the opinions shared in the working group and the information gathered by the OCCRL researchers.

The following activities were identified in the Illinois State Plan for Perkins as a priority, and are incorporated into the local plan guidelines that are published and distributed for schools and colleges to address in their grant applications. 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 *Marion, Clinton, Washington Co. Regional Delivery System* provided integration of academics and contextual learning with an emphasis on writing skills as a priority within the region. Activities implemented that led to student improvement included use of the Criterion Online Writing Evaluation System, agriculture teacher education workshops, Work Ethics Curriculum, and Health Sciences Career Clusters Initiatives. Improvements were noted in academic skill attainment scores, high school student participation in high school/community college dual credit classes (45 percent of all students) and area high school graduates enrolled in the regional community college (61 percent of all students).
- The *Regional Office of Career and Technical Education #310* integrated math, reading, and English into the CTE curriculum through alignment with the *Illinois Learning Standards*, staff development activities, CTE assessments, student work-based learning opportunities, and math and reading enrichment programs. Increases in student performance were measured by grade reports, attendance, and pre- and post-tests, with an average gain of 1.1 grade level in math and 1.9 grade level in reading.
- The *Peoria Educational Region for Employment and Career Training* implemented a support system of teacher aides and tutors in CTE classes. During the first semester, CTE classroom grades increased by 7 percent for students with disabilities, by 21 percent for students with academic disadvantages, and by 24 percent for students with limited English proficiencies.
- The *Western Area Career System* provided the integration of academics in CTE and contextual learning strategies. Two coordinators and a tutor were hired to improve the performance of CTE students. More than 300 students received dual credit or a competency certificate. In select classes, students were given the TABE test as a pre-test in math and those that scored at least two years below grade were tested again in the spring. Of the 71 students retested in the spring, 50 percent of the students showed gains of a year or more in their math scores.
- Increasing student achievement is a goal at ISBE. ISBE is a member of the HSTW Consortium. Ten high schools are implementing the HSTW model for school improvement. The integration of the academic and career and technical education concepts, the raising of expectations of students, and a more rigorous

program of study should show gains in academic achievement, graduation rates, and further education and/or training.

- *Heartland Community College* has been successful in hosting numerous articulation and program planning events for representatives from area high schools and vocational centers. Heartland paid for costs associated with finding substitute teachers, allowing every high school and vocational center faculty member to attend. These planning events have been a key part in opening up the lines of communication between secondary and postsecondary entities.
- *Danville Area Community College* has pointed to a sagging national and local economy, resulting in a 13.3 percent drop in the college's graduates being employed within one year of graduation. In response to this, the college has been proactive in establishing additional work-based learning opportunities for its students. This new initiative, coupled with a very active technical advisory committee structure, has helped to establish an 80 percent to 85 percent employment rate for its graduates in recent years.
- The *College of DuPage* developed the pilot of a career information magazine for district residents. Called "Career Focus," the magazine reached a test market of 97,000 homes and shared information on local employment trends and career development strategies, as well as the CTE programs at the college. The publication was launched in partnership with a national consortium of community colleges hosted by Washtenaw Community College (Michigan) and used input from the DuPage Workforce Development Board.
- *Sauk Valley Community College* has developed a series of Internet-based math practice tests that have been used by secondary partners, Sauk Valley Community College students, and ABE/GED students in an effort to reduce remediation in this area. The college will move to partner with other community colleges to implement these tests to students in their districts. Evidence suggests that these efforts have been very successful, shown by a reduction in the math remediation rate from percentages in the mid-80s to percentages in the mid-60s.

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

A. Summary of the State's Eligible Recipients

ISBE distributes Perkins funds to unit (404 total) and secondary (103 total) districts, area vocational centers (25 total) and the Illinois Department of Human Services Office of Mental Health through the EFE systems (58 total). The ICCB distributes Perkins funds to the 39 Illinois community college districts, as well as to the secondary and postsecondary members (39) of the Illinois Tech Prep Consortium. The funds are distributed as indicated in Sections 131 and 134 of the Perkins Act. Each Perkins recipient completes an annual grant application that is negotiated per the ISBE- and ICCB-established guidelines. Institutionalized populations are served in cooperation with IDOC and the Illinois Department of Human Services. A copy of the 2007 version of the local applications used to fund eligible recipients for ISBE and ICCB 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	<p>Numerator: All career and technical education concentrators in a given graduation cohort who received a high school diploma.</p> <p>Denominator: All career and technical education concentrators in a given graduation cohort.</p>	<p>N – 95.00%</p> <p>B – 92.38%</p>	<p>28,974 of 30,492 or 95.02%</p>

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
1S2	Numerator: All career and technical education concentrators in a given graduation cohort who received a high school diploma. Denominator: All career and technical education concentrators in a given graduation cohort.	N – 78.89% B – 49.29%	28,974 of 30,492 or 95.02%
2S1	Numerator: All career and technical education concentrators in a given graduation cohort who received a high school diploma. Denominator: All career and technical education concentrators in a given graduation cohort.	N – 95.00% B – 92.38%	28,974 of 30,492 or 95.02%
3S1	Numerator: 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 nd quarter after graduation and/or enrolled in the state's higher education database in the year following graduation. Denominator: All career and technical education completers in a given graduation cohort who provided social security numbers.	N – 76.36% B – 79.25%	19,417 of 26,210 or 74.08%
4S1	Numerator: Aggregate total female and male enrollment in all career and technical education programs that lead to nontraditional employment. Denominator: Aggregate total enrollment of female and male students in all career and technical education programs that lead to nontraditional employment.	N - 16.47% B – 15.48%	3,659 of 22,462 or 16.29%
4S2	Numerator: Aggregate total female and male students completing career and technical education programs that lead to nontraditional employment. Denominator: Aggregate total number of female and male students completing career and technical education programs that lead to nontraditional employment.	N – 12.78% B – 12.69%	1,073 of 7,826 or 13.71%

Table 2. Secondary Special Populations Core Indicator Performance

Core Indicator	Neg Perf Level	Students with Disabilities	Acad Disad	Econ Disad	LEP	Non-Trad	Single Parent	Displ. Hmkr	Tech Prep
1S1	95.00%	4,379 of 4,741 or 92.36%	8,910 of 9,743 or 91.45%	8,637 of 9,325 or 92.62%	325 of 344 or 94.48%	1,073 of 1,116 or 96.15%	626 of 708 or 88.42%	36 of 40 or 90.00%	13,132 of 13,792 or 95.21%
1S2	78.89%	4,379 of 4,741 or 92.36%	8,910 of 9,743 or 91.45%	8,637 of 9,325 or 92.62%	325 of 344 or 94.48%	1,073 of 1,116 or 96.15%	626 of 708 or 88.42%	36 of 40 or 90.00%	13,132 of 13,792 or 95.21%
2S1	95.00%	4,379 of 4,741 or 92.36%	8,910 of 9,743 or 91.45%	8,637 of 9,325 or 92.62%	325 of 344 or 94.48%	1,073 of 1,116 or 96.15%	626 of 708 or 88.42%	36 of 40 or 90.00%	13,132 of 13,792 or 95.21%

Core Indicator	Neg Perf Level	Students with Disabilities	Acad Disad	Econ Disad	LEP	Non-Trad	Single Parent	Displ. Hmkr	Tech Prep
3S1	76.36%	2,613 of 4,082 or 64.01%	6,239 of 9,265 or 67.34%	5,186 of 8,000 or 64.83%	165 of 253 or 65.22%	641 of 845 or 75.86%	471 of 796 or 59.17%	47 of 71 or 66.20%	7,636 of 10,129 or 75.39%
3S2	NA								
4S1	16.47%	349 of 3,264 or 10.69%	986 of 5,786 or 17.04%	1,039 of 4,917 or 21.13%	23 of 299 or 7.69%	3,659 of 22,462 or 16.29%	89 of 203 or 43.84%	2 of 9 or 22.22%	1,411 of 8,930 or 15.80%
4S2	12.78%	111 of 1,253 or 8.86%	398 of 2,344 or 16.98%	418 of 1,961 or 21.32%	7 of 68 or 10.29%	1,073 of 7,826 or 13.71%	29 of 91 or 31.87%	1 of 7 or 14.29%	534 of 3,743 or 14.27%

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	Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate <u>or</u> who are still enrolled in the institution <u>or</u> have transferred within five years of enrollment. Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.	N – 64.85% B – 63.51%	16,935 of 24,167 or 70.07%
1P2	Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate <u>or</u> who are still enrolled in the institution <u>or</u> have transferred within five years of enrollment. Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.	N – 64.85% B – 63.51%	16,935 of 24,167 or 70.07%
2P1	Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate within five 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 an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.	N – 55.08% B – 48.79%	13,517 of 24,167 or 55.93%
3P1	Numerator: 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 rd 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 provided valid social security numbers.	N – 78.75% B – 77.63%	21,819 of 27,911 or 78.17%
3P2	Numerator: All degree and occupational certificate completers in a given fiscal year identified by social security number who show up as employed in the Illinois Unemployment Insurance wage records in the 3 rd and 4 th quarters after program completion. Denominator: All degree and occupational certificate completers in a given fiscal year who provided social security numbers and were employed the 3 rd quarter after program completion (3P1).	N – 93.75% B – 95.55%	19,429 of 20,523 or 94.67%

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) and Baseline (B) Performance Level	Actual Performance Level
4P1	Numerator: Total underrepresented enrollment of female and male students in all occupational programs that lead to nontraditional employment. Denominator: Total enrollment of female and male students in all occupational programs that lead to nontraditional employment.	N – 13.58% B – 13.98%	15,801 of 91,227 or 17.32%
4P2	Numerator: Total number of program completions by under-represented female and male students in all occupational programs that lead to nontraditional employment. Denominator: Total number of program completions by female and male students in all occupational programs that lead to nontraditional employment.	N – 10.86% B – 12.17%	3,318 of 22,132 or 14.99%

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	64.85 %	454 of 671 or 67.66%	2,903 of 4,278 or 67.86%	5,412 of 7,632 or 70.91%	233 of 345 or 67.54%	1,048 of 1,533 or 68.36%	594 of 866 or 68.59%	112 of 162 or 69.14%	1,180 of 1,629 or 72.44%
1P1	64.85 %	454 of 671 or 67.66%	2,903 of 4,278 or 67.86%	5,412 of 7,632 or 70.91%	233 of 345 or 67.54%	1,048 of 1,533 or 68.36%	594 of 866 or 68.59%	112 of 162 or 69.14%	1,180 of 1,629 or 72.44%
2P1	55.08%	369 of 671 or 54.99%	2,097 of 4,278 or 49.02%	4,483 of 7,632 or 58.74%	157 of 345 or 45.51%	766 of 1,533 or 49.97%	448 of 866 or 51.73%	90 of 162 or 55.56%	906 of 1,629 or 55.62%
3P1	70.75%	490 of 625 or 78.40%	2,909 of 3,598 or 80.85%	5,497 of 7,109 or 77.32%	441 of 704 or 62.64%	1,019 of 1,301 or 78.32%	1,002 of 1,282 or 78.16%	166 of 220 or 75.45%	785 of 945 or 83.07%
3P2	93.75%	393 of 416 or 94.47%	2,492 of 2,656 or 93.83%	4,562 of 4,851 or 94.04%	307 of 324 or 94.75%	1,370 of 1,444 or 94.88%	746 of 800 or 93.25%	119 of 129 or 92.25%	767 of 806 or 95.16%
4P1	13.58%	466 of 2,612 or 17.84%	3,087 of 19,051 or 16.20%	3,930 of 22,354 or 17.58%	392 of 2,489 or 15.75%	15,801 of 91,227 or 17.32%	475 of 3,146 or 15.10%	68 of 497 or 13.68%	223 of 722 or 30.89%
4P2	10.86%	63 of 468 or 13.46%	300 of 2,512 or 11.94%	618 of 4,977 or 12.42%	51 of 457 or 11.16%	3,318 of 23,132 or 14.99%	112 of 835 or 13.41%	7 of 146 or 4.79%	5 of 40 or 12.50%

Performance Data Explanation:

In Illinois, elevated unemployment rates existed during the measurement time frame. The most recent available full year of data (2005) from the Bureau of Labor Statistics shows an Illinois unemployment rate of 5.7 percent, which is above the national unemployment rate (5.1 percent) for the same reporting period. In fact, the unemployment rate in Illinois during 2005 ranked 42nd in the nation (with 1 being the lowest unemployment and 51 being the highest unemployment). Hence, nationwide, only nine states had a higher unemployment rate than Illinois. Regional data indicate that the Midwest experienced relatively high unemployment rates during the reporting timeframe. Regionally in 2005, Illinois was slightly above the Midwestern average of 5.4 percent and ranked third in the region. <http://www.bls.gov/lau/lastrk05.htm> and <http://www.bls.gov/news.release/pdf/srgune.pdf>. Some improvement is noted in the external Illinois environment. Calendar year 2004 to 2005 comparative data show that Illinois made

additional strides toward emerging from the recessionary period (-0.5 percent). (<http://www.bls.gov/lau/lastch05.htm>) Historically, Illinois has been slow to enter and slow to emerge from economic downturns.

Secondary indicators were exceeded by actual performance for Enrollment (1S1) 95.02 percent actual v. 95.00 percent target and Completion (1S2) 95.02 percent actual v. 78.89 percent target. Vocational secondary concentrators continued to complete programs and graduate from high school at high rates. A program approval process that promotes good programs, active student organizations and relevant leadership activities, as well as increased emphasis on academic integration, may have contributed to a steady increase in program retention. The largest subgroup of Employment (3S1) exceeded the target of 76.36 percent, but the economic factors contributed to the poor performance of the smaller special populations subgroups. The secondary student age group of 16 to 19 years continues to experience high unemployment, with rates of 18 percent overall for this population. In this age group, the white population unemployment rate is 14.7 percent, for blacks it is 40.8 percent, and for the Hispanic population segment the rate is 17.0 percent. No data are yet available for the Asian population for this age group. The actual Employment (3S1) performance was 74.08 percent. An analysis of the current Nontraditional Participation and Completion (4S1 and 4S2) indicators showed that males were not in sufficient numbers enrolled in the nontraditional 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 16.47 percent by 1 percent, with performance at 16.29 percent. The Nontraditional Completers (4S2) target was 12.78 percent v. 13.71 percent actual performance.

Overall, Illinois postsecondary Perkins programs performed at consistently high levels during fiscal year 2006. Information is provided below on the Placement (3P1) measure, which was the single indicator where actual performance was slightly below the negotiated performance level.

Contributing to slightly lower-than-projected performance on the placement in employment or continuing education measure (Placement 3P1) was the overall economic climate in Illinois. Understandably, there is a natural lag in the reporting period covered by the placement measure. This occurs in any state that uses administrative data matching to track employment and continuing education outcomes. Superior coverage and reliability, combined with the reduced cost, make administrative data matching the preferred approach for tracking employment and continuing education outcomes.

Placement (3P1) Current performance on 3P1 was slightly lower than the established goal (78.17 percent actual v. 78.75 percent target). Actual performance on the Placement in Employment measure was 99.26 percent of the goal. Approximately two-thirds of the successful placements were in employment.

Illinois' performance on the Placement in Employment measure (3P1) was higher in the latest submission (78.17 percent) than for the previous year (77.16 percent), but below the FY 2004 level (78.75 percent). An additional 1,820 placements (numerator) were recorded in FY 2006, compared with last year.

On the Placement in Employment (3P1) measure, Tech Prep graduates performed at a higher level than the overall student population and exceeded the goal (83.07 percent actual v. 78.75 percent target or 105.49 percent of the goal). Among special population graduates, only Academically Disadvantaged Individuals (Other Educational Barriers) performed above the Placement in Employment goal (80.85 percent actual v. 78.75 percent target, or 102.67 percent of the goal).

As illustrated in the accompanying table, with the exception of Limited English Proficient (LEP) graduates, the remaining special population groups were within 95 percent 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 in existence when outcomes were tracked.

Since 2003 the ICCB 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. http://www.icspis.ilstu.edu/products/Products_det.html#NTO%20SELF%20STUDY%20PLAN.

3P1 Placement in Employment Population	Percentage of Goal (78.75%)	2006 Actual Performance
Overall Results	99.26%	78.17%
Tech Prep	105.49%	83.07%
Academically Disadvantaged	102.67%	80.85%
Individuals with Disabilities	99.56%	78.40%
Non-Traditional Enrollees	99.45%	78.32%
Single Parents	99.25%	78.16%
Economically Disadvantaged	98.18%	77.32%
Displaced Homemakers	95.81%	75.45%
Limited English Proficient	79.54%	62.64%

C. Definitions

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

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

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

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

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

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

D. Measurement Approaches

Table 5. Computational Secondary Core Indicator Definitions

<u>Academic Skill Attainment</u>	
1S1	Percentage of career and technical education concentrators attaining a high school diploma.
<u>Vocational Skill Attainment</u>	
1S2	Percentage of career and technical education concentrators attaining a high school diploma.
<u>High School Graduation</u>	
2S1	Percentage of career and technical education concentrators attaining a high school diploma.
<u>Placement in Employment and/or Postsecondary Education</u>	
3S1	Percentage of career and technical education completers with valid social security numbers who were

employed in the second quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.

Nontraditional

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

Academic Skill Attainment

1P1 Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree or who are still enrolled or have transferred within five years of enrollment.

Occupational Skill Attainment

1P2 Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree or who are still enrolled or have transferred within five years of enrollment.

Program Completion

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 who 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.

Performance Indicator	Score	Comments
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 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 Office of Vocational and Adult Education monitoring visit and subsequent discussions.
- Conduct training on data quality and using data for decision-making purposes.
- Access longitudinal databases to support research efforts.
- Develop more complete information by accessing additional external data matching sources for 3S1. As an example, Illinois is participating in the Federal Employment Data Exchange System (FEDES) project.
- Improve data analysis to provide improvement in measures and performance.

Postsecondary:

- The state has implemented and is expanding and enhancing its web-based data distribution system, which is known as the Perkins Online Data System (PODS). PODS provides colleges with a flexible tool for conducting data analysis and to benchmark performance. The system delivers comparative postsecondary Perkins performance data on demand. Additional breakouts are being included as local and/or state officials identify the need.
- Colleges have implemented local automated degree and certificate audit computer systems in an effort to more fully capture and encourage program completion. Refinements and enhancements to these data systems continue. Some colleges are adding more existing degrees and certificates to their software. All colleges must make software revisions to keep pace with changes in the formal award requirements for degrees and certificates that already have been included in the locally developed software. As new certificates and degrees are approved they must also be added to the system.
- The state has moved toward more complete and consistent employment and continuing education data reporting by accessing additional external data matching sources (3P1/3P2). The ICCB partners with ISBE, the Illinois Department of Employment Security, the Missouri Department of Employment Security, and the Northern Illinois University Center for Governmental Studies to access Unemployment Insurance Wage Record data to track employment outcomes in Illinois and Missouri. Additionally, ICCB uses FEDES <http://www.ubalt.edu/jfi/fi/fe-des.htm> to access information quarterly on federal employment. As specified on the FEDES website, "Three sources of federal employment data are covered in FEDES: Office of Personnel Management civilian employees, U.S. Postal Service employees, Department of Defense military personnel and civilian employees. The Jacob France Institute at the University of Baltimore manages the FEDES portal..." Continuing education outcomes are tracked through the Illinois Shared Data Files, which include the 48 public community colleges, 12 public universities, and two private universities in Illinois (Bradley University–Peoria and DePaul University–Chicago). The state is exploring the use of the National Student Clearinghouse data to capture additional student continuing education successes across the country and among in-state private colleges and universities.

Improvement Strategies

- Secondary data quality initiatives include:
 - A Statewide Data Quality Task Force has been initiated to review the current data collection system and provide guidance and recommendations to better coordinate local and regional data reporting.
 - The Office of Vocational and Adult Education provided technical assistance via MPR Associates. Recommendations for improving the validity and reliability of state measures were provided. Areas of concern that will be addressed in the future include: high school completion, Tech Prep, and academic attainment.
 - The State of Illinois participated in all Data Quality Institute workshops presented in order to forecast the core indicators of Perkins IV measures.
- Postsecondary community colleges will be provided a Tech Prep Support Grant to enhance consortium activities in collaboratively developing processes to identify and accurately report Tech Prep student enrollments. Assessment and college placement testing also will 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.
- Additional training related to core indicators and accountability was provided to secondary and postsecondary Perkins partners.
- Strategies are being studied to access more complete data bases. Additional data-sharing agreements will be developed with the managers of external databases to result in a more complete picture of post-program outcomes.
- Several modifications to the Illinois Student Information System software have been made that will improve the quality of data submission for FY 2007. Fields have been added to better identify and track students into the future. Changes have been made to the automated verification process and user accounts that will enhance efficiency and accuracy of the data collected.
- Secondary and postsecondary support will continue with the Illinois Center for Specialized Professional Support of Illinois State University. Project activities continue to promote the success of special population learners by coordinating with ISBE and ICCB to enhance communication, disseminate resources, provide initiatives for program improvement, and offer professional development. Illinois Center for Specialized Professional Support services augment collaboration and partnerships of professionals serving all learners in businesses, communities, and educational programs throughout Illinois.

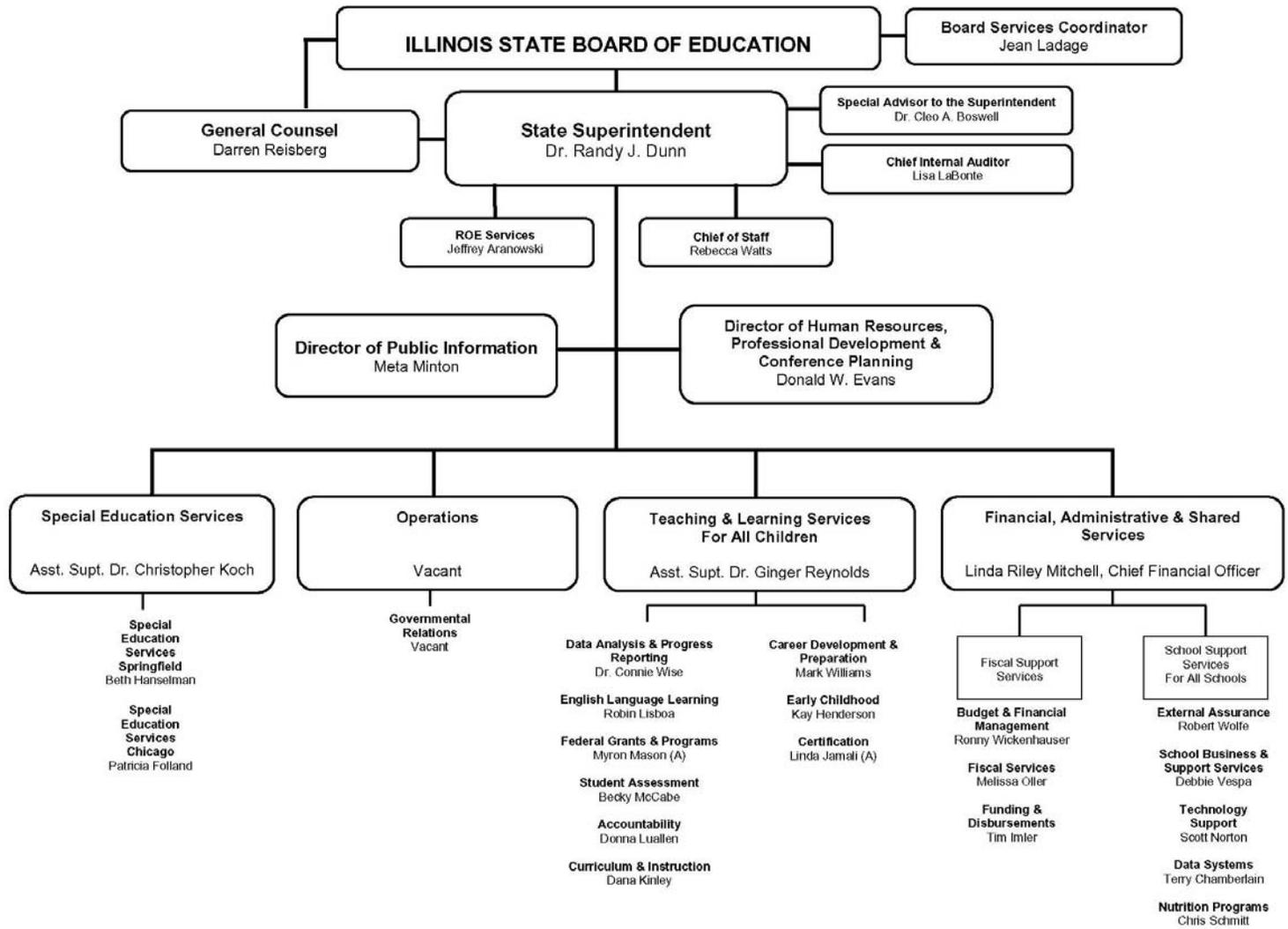
Monitoring Follow-up

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

Projects in health-related programs were continued in three economic development regions of the state during FY 2006, with an emphasis on increasing capacity in nursing programs through flexible scheduling options, online instruction, and partnerships with hospitals and other medical facilities. Colleges are also developing pilot programs in transportation/warehousing/logistics, another identified area of critical skills shortage in Illinois.



CAR ATTACHMENTS BEGIN

FISCAL YEAR 2007

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

Special Note: Due to the third year extension of Perkins III by the federal government, the current CTE Regional Plan will also be extended one more year with no substantial changes anticipated. A complete new CTE Regional Plan submission is anticipated for FY2008. Regional system reporting requirements may be altered as a result of the State's negotiations for this third 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 a learned and practical application of that learning." (Philosophy behind the Illinois Learning Standards, *Illinois Learning Standards*, July 1997.)

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

information completely and correctly to ISBE to remain eligible to receive Perkins and other career and technical education funds.

GRANT PURPOSE

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

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

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

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

GRANT ALLOCATION

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

GRANT FORMS COMPLETION

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

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

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

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

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

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

Additional information required on budget forms includes:

1. Any salary expenditure (object code 100s & 300s) in the grant must be recorded on the site budget for the employing entity. Personnel expenditures must all be accompanied by the following information:
 - 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 on next page).

Name: Jane Doe 2120-116	Object Code: 339
Title: Placement Coordinator	Object Desc. Other Transportation Services
Pct of Time from Grant: 20%	Amount Budgeted: \$1,300
Salary Rate: \$40,980	Description of Expenditure: 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)
- b. Position Title
- c. Percent of Time
- 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
- b. Position
- c. Function Attending
- d. Date(s) of Function
- e. Benefit to Grant
- f. Projected Cost

4. Equipment

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

code 400 (supplies and materials) will be used for equipment costing less than \$500. See Section 4 of the Financial Management Handbook for details.

5. **Payment Guidelines**

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

6. **Other Expenditures**

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

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

SUBMISSION, REVIEW AND APPROVAL

All budget forms are to be submitted in Section 3 of the Secondary CTE Plan Update due **April 28, 2006**. This due date must be met to ensure timely approval of the budget by July 1.

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

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

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

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

ACCOUNTABILITY

The System must maintain records to identify the source and use of funds provided through this grant. It must account for all cash, property and other assets acquired with grant funds. All equipment over \$500 per item must be recorded and inventoried. For additional

information on grant management and accountability, refer to the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures booklet. It is available from the State Board's Funding and Disbursements Division or via the web at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf

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

APPENDICES

Appendix A: WPG Chapter 9 Project and Grant Amendments

Appendix B: Function and Object Codes

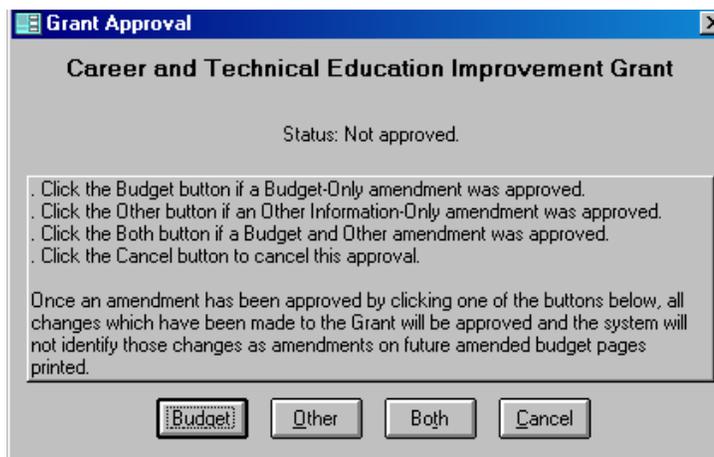
Appendix C: Perkins Grant Review Checklist

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).

APPENDIX C

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

FISCAL YEAR 2007 PLAN UPDATE

INTRODUCTION

Special Note: Due to the third year extension of Perkins III by the federal government, the current Secondary Career and Technical Education Regional Plan will also be extended. A complete new Regional Plan submission is anticipated for FY2008. Regional system reporting requirements may be altered as a result of the State's negotiations for the Perkins III extension. Those changes will be communicated as soon as they are identified.

With the anticipated submission of an entirely new Regional Plan for FY2008, all CTE programs will be resubmitted for review and approval as part of that new Plan.

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 seventh 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 2007. [As noted above, the FY2007 Update is actually the third year extension of this Plan. A new Plan submission is anticipated for FY2008.] 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 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 FY2007 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 and not before July 1.** Other identified required Plan components must be kept updated and on file locally.

APRIL 28, 2006

Section 3 - Grant Applications

- 3.2 Career & Technical Education Improvement Grant
CTE Improvement Planning and Reporting Form – Planning for FY2007
- 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, and Standard Terms of the Grant
- 5.2 Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions
- 5.3 Certification Regarding Lobbying
- 5.4 Submission Form/Grant Agreement for CTEI and Perkins Grants
- 5.5 Regional Education for Employment Plan Assurance
- 5.6 Submission Form/Grant Agreement for Agricultural Education Incentive Grant

JULY 31, 2006

- 3.1.1 Agricultural Education Incentive Funding Grant Applications will be submitted, on behalf of the regional delivery system, by FCAE Field Advisors anytime after June 30 but no later than July 31. [Refer to the grant packet for full instructions and timelines.]

SEPTEMBER 29, 2006

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 FY2006 Consolidated Annual Report

Section 3 - Grant Applications

- 3.1.2 Agricultural Education Incentive Funding Grant Budgets will be submitted by FCAE Field Advisors, on behalf of the regional delivery system, after notice of allocations but no later than September 29, 2006. The budget summary and payment schedule will be generated at ISBE.
- 3.2 CTE Improvement Planning and Reporting Form—Reporting for FY2006

SECTION 1

GENERAL INFORMATION

DUE: SEPTEMBER 29, 2006

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 29, 2006. (Sections 1.2 and 1.3).

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

SECTION 2

SECONDARY EDUCATION FOR EMPLOYMENT SYSTEM PLANNING AND ACCOUNTABILITY

DUE: September 29, 2006

Submission Required Reporting requirements for improving student performance on the core indicators may be adjusted for FY2007 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 29, 2006 deadline. *Since data are no longer available for 1S1 - Occupational Skill Attainment, briefly describe, on a separate page, FY2007 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 FY2006 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 FY2007 Grant Applications will be submitted as a part of this Plan Update. All plan assurances will be applicable to these grants.

DUE: APRIL 28, 2006

Submission Required for Funding Career & Technical Education Improvement Grant including the CTE Improvement Grant Planning and Reporting Form—Planning for FY2006. The reporting of Outcomes is due no later than September 28, 2007.

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

DUE: JULY 31, 2006

Submission Required for Funding Agricultural Education Incentive Funding Grant Applications will be submitted by the FCAE Field Advisors, on behalf of the regional delivery system, anytime after June 30 but no later than July 31. [Refer to the grant packet for full instructions and timelines.] Copies of the applications will be returned to the regional delivery system

upon approval.

DUE: NO LATER THAN SEPTEMBER 29, 2006

Submission Required for Funding Agricultural Education Incentive Funding Grant Budgets will be submitted by the FCAE Field Advisors, on behalf of the regional delivery system, and are due anytime after notice of allocations but no later than September 29, 2006. The budget summary and payment schedule will be generated at ISBE. Copies of site budgets, budget summary and payment schedule, and Submission Form/Grant Agreement will be returned to the regional delivery system upon approval.

CTE Improvement Grant Planning and Reporting Form—Reporting for FY2006

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 28, 2006

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 third year extension of the Region Plan, a full submission of all programs is anticipated for FY2008. In lieu of that full program submission, 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 shall update and expand upon the one submitted for FY2006.**

Changes will be incorporated in the Regional Data file sent from ISBE. Discrepancies must be reconciled within thirty days of the receipt of the approval.

ALL CHANGES MUST BE SUBMITTED BEFORE THE START OF INSTRUCTION.

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

SECTION 5

ASSURANCES AND CERTIFICATION

DUE: APRIL 28, 2006

Submission Required New certification assurances with original signatures must be submitted for Fiscal Year 2007. 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

FY2006 CONSOLIDATED ANNUAL REPORT FORM

PROGRAM/COURSE CHANGE FORMS

FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION

ASSURANCES

Certification and Assurances, and Standard Terms of the Grant

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

Certification Regarding Lobbying

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

Regional Education for Employment Plan Assurance

FY2007

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 FY2007 strategies that will be used to improve student performance.

PART I

CORE INDICATOR	ANNUAL ADJUSTED LEVEL OF PERFORMANCE		
	Exceeded	Met	Did not Meet
1S1 ACADEMIC SKILL ATTAINMENT (Proxy) Percentage of CTE concentrators attaining a high school diploma.			
1S2 OCCUPATIONAL SKILL ATTAINMENT (Proxy) Percentage of CTE concentrators meeting the state standards for workplace skills as assessed by the Illinois Workplace Skills Assessment. (Data are no longer available to address this indicator. Briefly describe, on a separate page, FY2007 System activities that will support student improvement in workplace skills.)			
2S1 HIGH SCHOOL COMPLETION Percentage of CTE concentrators attaining a high school diploma.			
3S1 PLACEMENT IN EMPLOYMENT AND/OR CONTINUING POSTSECONDARY EDUCATION Percentage of CTE completers (as determined in 2S1) with valid social security numbers who were employed in the 2 nd quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.			
4S1 ENROLLMENT IN PROGRAMS LEADING TO NONTRADITIONAL OCCUPATIONS			

CORE INDICATOR	ANNUAL ADJUSTED LEVEL OF PERFORMANCE		
	Exceeded	Met	Did not Meet
Percentage of students enrolled in CTE programs leading to occupations that are nontraditional for their gender.			
4S2 COMPLETION OF PROGRAMS LEADING TO NONTRADITIONAL OCCUPATIONS Percentage of students who completed CTE programs leading to occupations that are nontraditional for their gender.			

CORE INDICATOR			
<input type="checkbox"/>	1S1	<input type="checkbox"/>	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.

Students with Disabilities
 Limited English Proficient

Single Parents
 Displaced Homemakers

Academically
 Disadvantaged
 Economically Disadvantaged

Nontraditional

STRATEGIES

Indicate below all major strategies to be used during FY2007 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.

FY2007 STRATEGIES	TIMELINE	RESPONSIBLE PARTY(IES)	PERKINS FUNDING

FY2006

FY2006 Consolidated Annual Report
Due September 29, 2006

State's Improvement Strategies

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

System Name: _____ Person Responding: _____

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

1. What was the intervention?
2. Who implemented the intervention?
3. How long did the intervention last?
4. How many sites/students/programs were "targeted" for intervention?

Describe the estimated impact of those improvement strategies.

1. What kind of improvement (skills attained/attendance/opportunities/attitude) was observed?
2. How (test scores/student work/cooperation) was it observed?
3. How many people were impacted?
4. What changes should be made if this strategy is tried again?

REQUIRED NEW REGIONAL COURSE DATA

Regional Course ID

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

Regional Course Title

Identify the course name.

Approval Level

Identify the Approval Level of the course.

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

Semesters to Complete

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

Credits Per Semester

Identify the Credits Per Semester assigned to the course.

Variable Credit

Identify if the course is Variable Credit and the range.

Instructional Approach

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

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

Double Period

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

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

FY2007

REQUEST FOR NEW REGIONAL COURSES

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

Complete the following required information for each new course requested.

Regional Course ID	Regional Course Title			
Approval Level <input type="checkbox"/> 3 Orientation <input type="checkbox"/> 1 Training <input type="checkbox"/> 5 Adult – Preparation <input type="checkbox"/> 6 Adult – Orientation <input type="checkbox"/> 7 Apprenticeship <input type="checkbox"/> 8 Only for DHS & DOC	Semesters to Complete	Credits Per Semester	Variable Credit <input type="checkbox"/> Yes <input type="checkbox"/> No	Range of Variable Credit
	Instructional Approach		Double Period	Key Course
	<input type="checkbox"/> 1 – Conventional <input type="checkbox"/> 2 – Cooperative Education Program <input type="checkbox"/> 3 – Apprenticeship Program		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
CIPs:				
Schools: (indicate taught on site [X] or off-site [identify by school name]) <small>ex. Allentown = X Pillsbury = students travel to Allentown</small>				
Course Description				
Information from this form should NOT BE included on Part I and Part II <small>-----</small>			ISBE Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	

FY2007

System Name: _____ EFE #: _____

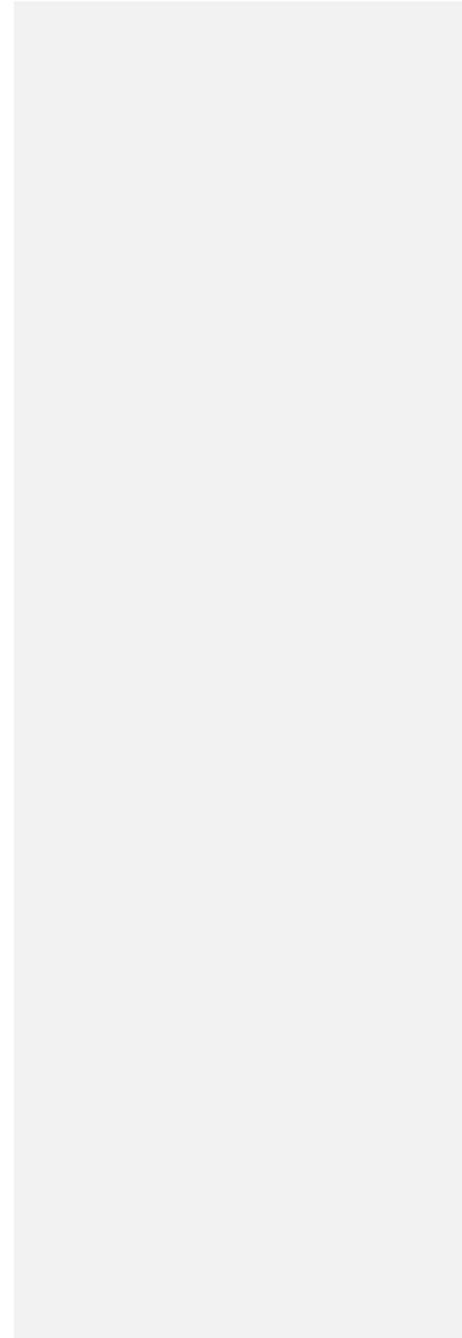
FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION

Identify below (or using similar format) all additions to the five-year rotation plan for the review and revision of all of the System's career and technical education instructional programs that was submitted in FY2006. If the System's review cycle is completed, include the anticipated order of the next cycle. Include the appropriate information for those meetings held before FY2007.]

Rotation Cycle: Fiscal Year ____ through ____ **Next Rotation Cycle:** Fiscal Year ____ through ____

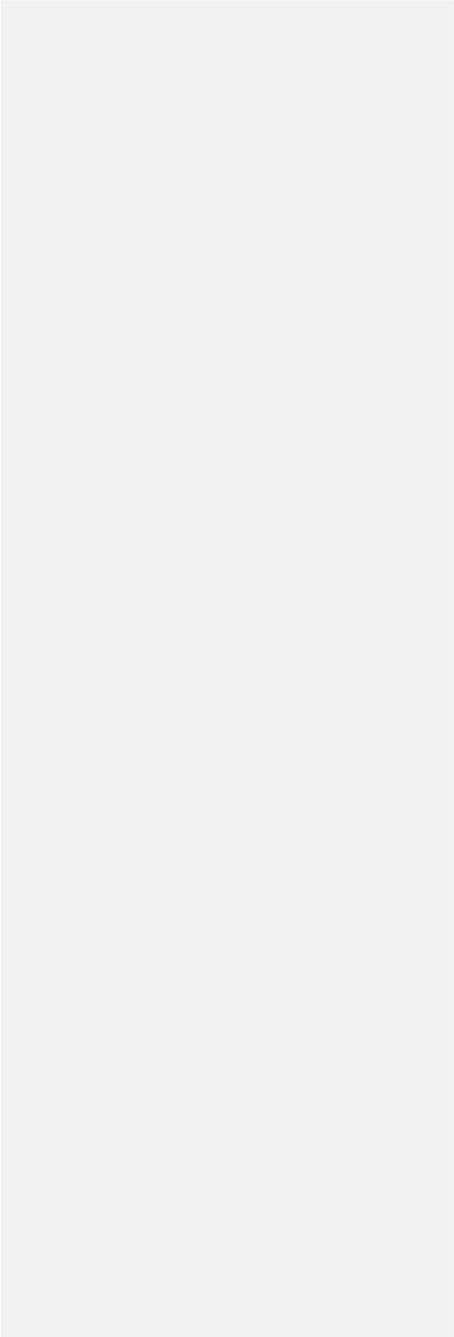
	Fiscal Year	CIP Code/Program Name	Number/Type of Meetings	Results (if completed)
Example 1	2006	20.0400 <i>Food Service and Management Services Cluster</i>	<i>2 – in person 2-review cycles of drafts via email</i>	<i>Inclusion of Sanitation Certification instruction at 11th grade. Reconfiguration of content to match ProStart Curriculum</i>

Example 2	2007	46.1000 Construction Occupations		



FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND REVISION

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



FY2007

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

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

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

Director: _____

Address: _____

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

This form, and the documents specified below, shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds provided through the CTEI Grant and the Perkins Grant and ensure adherence to the FY2007 Plan Update and Grant Guidelines.

1. Fiscal Year 2007 CTEI Grant Budget and Perkins Grant Budget (the “FY2007 Budget”). The FY2007 Budget shall consist of the proposed budget submitted with the Grantee’s funding application, as modified by the Grantee’s System Director and approved by ISBE.
2. Fiscal Year 2007 Secondary Career and Technical Education Regional Plan Update (the “FY2007 Plan Update”). The FY2007 Plan Update shall consist of the proposed plan update submitted with the Grantee’s funding application, as modified by the Grantee’s System Director and approved by ISBE.
3. The following certifications and assurances:
 - A. Certifications, Assurances and Standard Terms of the Grant.
 - B. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions.
 - C. Certification Regarding Lobbying.

D. Regional Education for Employment Plan Assurance.

Under this grant agreement, the Grantee will be authorized to implement and incur expenditures in accordance with the FY2007 Plan Update from July 1, 2006 through June 30, 2007. This grant agreement will constitute the entirety of the agreement between the parties with respect to the CTEI Grant and Perkins Grant, and supersedes any other agreement or communication, whether written or oral. This grant agreement may not be amended or modified except in writing signed by the Grantee and ISBE, provided that the Grantee's System Director shall be authorized to amend the FY2007 Budget and FY2007 Plan Update with the prior written authorization of ISBE.

The person executing this form on behalf of the Grantee certifies and assures ISBE that (i) he or she has been duly authorized to file this application for and on behalf of the Grantee, and otherwise to act as the authorized representative of the applicant in connection with this grant agreement; and (ii) the Grantee's System Director has the necessary legal authority to negotiate and agree to the FY2007 Budget and FY2007 Plan Update (and any amendments thereto) on behalf of the Grantee.

Upon ISBE final approval of the FY2007 Budget and FY2007 Plan Update, a fully executed grant agreement shall be returned by ISBE to the Grantee.

Agreed to on behalf of the Grantee:

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

Agreed to on behalf of ISBE:

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

FY2007

System Name: _____ EFE #: _____

REGIONAL EDUCATION FOR EMPLOYMENT PLAN ASSURANCE

This is to certify that the Regional Education for Employment Plan, CTEI and Perkins Grants, and the programs, services and activities set forth in the Plan will be administered in accordance with the foregoing assurances and adhere to the FY2007 Plan Update and Grant Guidelines.

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

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

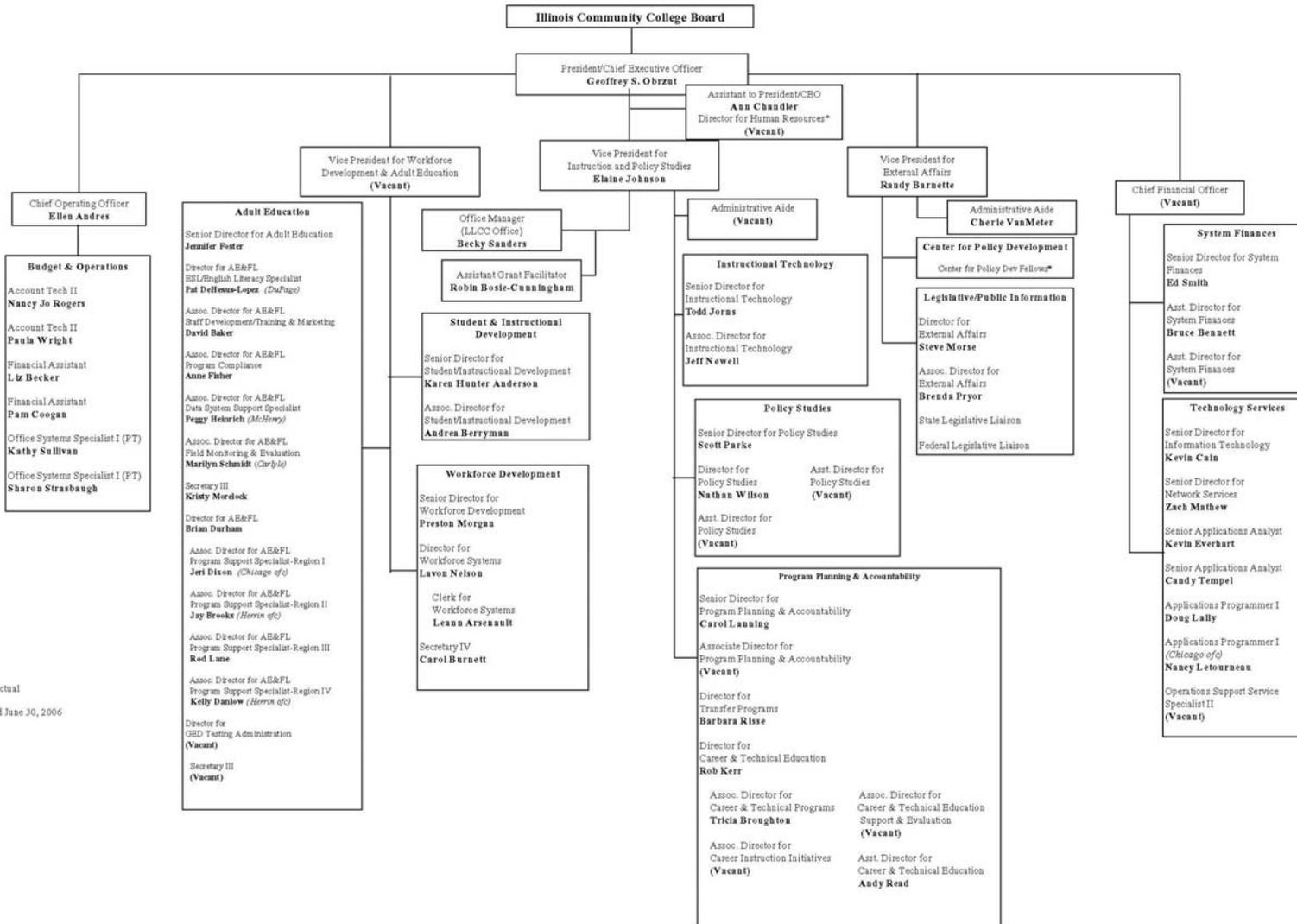
The Regional Education for Employment System assures that data will be provided in a timely manner to meet the accountability requirements as measured by the core performance indicators and as reported to USDE/OVAE disaggregated by special populations.

Signature of Board of Control or State Agency Director Date

STATE BOARD OF EDUCATION APPROVAL

Approved Not Approved

Signature of State Board Official Date



*Contractual
revised June 30, 2006

FISCAL YEAR 2007
**POSTSECONDARY CAREER
AND TECHNICAL
EDUCATION PLAN
GUIDELINES**



ILLINOIS COMMUNITY COLLEGE BOARD
401 East Capitol Avenue
Springfield, Illinois 62701-1711
(217) 558-4929

March 2006

**Fiscal Year 2007
POSTSECONDARY CAREER AND TECHNICAL EDUCATION
PLAN GUIDELINES**

Table of Contents

Introduction.....

Section 1 Program Narrative
 Section 1.1
 Overview of Plan Process
 Section 1.2
 Overview of Narrative Requirements
 Section 1.3
 Guided Questions for Narrative Development
 Section 1.4
 College Information

Section 2 Program Performance Objectives
 Section 2.1
 Overview of Perkins Accountability System
 Section 2.2
 Career and Technical Education Program Accountability

Section 3 Program Budget
 Section 3.1
 Budget Process Overview
 Section 3.2
 Budget Modification Process

List of Appendices

- A. Perkins III Federal Local Plan Requirements
- B. Perkins III Federal Required and Permissible Uses of Funds
- C. Illinois Postsecondary Perkins Core Indicator Framework
- D. Postsecondary Program Improvement Plan (PIIP)
- E. Postsecondary Perkins Budget Worksheet
- F. Postsecondary Perkins Budget Terms and Definitions
- G. Postsecondary Perkins Program Planning & Budget Design Information
- H. ICCB Perkins Staff Team Contact Information
- I. Fiscal Year 2007 Postsecondary Perkins Annual Plan Check List
- J. Fiscal Year 2007 Postsecondary Perkins Final Reports
- K. Fiscal Year 2007 Postsecondary Perkins Federal Allocation Table

NOTE: ELECTRONIC VERSIONS OF ALL NECESSARY FORMS MAY BE DOWNLOADED, EDITED AND SUBMITTED IN HARD COPY WITH YOUR FY 2007 PLAN. FOR MORE INFORMATION, PLEASE VISIT THE ICCB POSTSECONDARY PERKINS WEBSITE
<http://www.iccb.org/HTML/what/perkins.html>

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 2007 Local Plan Guidelines (covering the time period of *July 1, 2006 through June 30, 2007*) are divided into three main sections:

1. FY 2007 Program Narrative
2. Program Performance Objectives
3. Program Budget

One original and three copies of the FY 2007 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 23, 2006. All plan content submitted by the May 23 due dates will be processed and, if sufficient information is provided, approved prior to the July 1, 2006 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 23, 2006 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 23, 2006. Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2006. Expenditures may not begin until the approval is received.

A final report detailing the specific activities undertaken in FY 2007 to increase the performance of CTE students and improve the quality of CTE programs will be due to the ICCB on or before **September 30, 2007**. See Appendix J for specific report details and reporting requirements. Final fiscal information related to the FY 2007 federal postsecondary Perkins grant will be collected electronically by the ICCB in a format to be released at a later date. This information must be submitted electronically by **September 30, 2007** and followed up with a signed hard copy.

Section 1 Plan Format and Narrative Requirements

Section 1.1 - Overview of Plan Process

One original and three copies of the Fiscal Year 2007 Postsecondary Career and Technical Education Plan must be submitted to the Illinois Community College Board by May 23, 2006. For proposal format or submission questions please contact Andy Read at aread@iccb.state.il.us or (217) 558-4929.

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

1. Program Narrative (Response to Six Guided Questions, pages 2-3)
2. Program Performance Objectives (Postsecondary Program Improvement Plans, *if necessary*)
3. Program Budget (Postsecondary 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 2007 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.

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
 - A. In FY 2007, 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, and experiences in all aspects of an industry, challenging and rigorous academic proficiencies, and linking secondary and postsecondary CTE.
 - B. 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?
 - C. Which core indicators are addressed by the activities described in questions 1 and 2?
- II. COLLABORATIONS AND PARTNERSHIPS
 - A. In FY 2007, 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?
 - B. 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?
 - C. Which core indicators are addressed by the activities described in questions 1 and 2?
- III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT
 - A. In FY 2007, 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?
 - B. 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?
 - C. Which core indicators are addressed by the activities described in questions 1 and 2?
- IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS
 - A. In FY 2007, 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?
 - B. 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?
 - C. Which core indicators are addressed by the activities described in questions 1 and 2?
- V. NONTRADITIONAL TRAINING AND EMPLOYMENT
 - A. In FY 2007, how will the college use Perkins funds to support nontraditional training and employment activities?
 - B. 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?
 - C. Which core indicators are addressed by the activities described in questions 1 and 2?

VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

- A. In FY 2007, 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.
- B. 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?
- C. Which core indicators are addressed by the activities described in questions 1 and 2?

Section 1.4 - College Information

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

In addition, information must be provided in this section on all staff (other than tutors) supported in part or fully from Perkins 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.

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 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 Perkins III (see Appendix C). Each community college has an established annual adjusted level of performance (AALP), which represents the performance target for the college in the core indicator areas.

In order to update the local Perkins plan for FY 2007, colleges should review the most recent student performance data available 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).* 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. **The required PPIP format is included as Appendix D. Notification of updated performance data appearing in the Perkins Online Data System website (<http://www.rdiniu.org/PerkinsPub.htm>) will be provided under separate cover from the FY 2007 guidelines at a later date.**

PPIP classifications:

1. New Plan - to be submitted in instances where no PPIP was previously required for the specific core indicator, but is now required based on the most recent data available. The New Plan will describe how the college plans to increase performance in this area and close the performance gaps.
2. Plan Revision & Progress Update - to be submitted in instances where a PPIP was previously required for the specific core indicator and is required again based on the most recent data available. The Plan Revision & Progress Update will include a summary of past efforts and a specific plan on how the college plans to increase performance in this area and close the performance gaps.

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 2007 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 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm8-05.pdf>). Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of 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 2007 POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN APPENDICES



List of Appendices

- L. Perkins III Federal Local Plan Requirements
- M. Perkins III Federal Required and Permissible Uses of Funds
- N. Illinois Postsecondary Perkins Core Indicator Framework
- O. Postsecondary Program Improvement Plan (PIIP)
- P. Postsecondary Perkins Budget Worksheet
- Q. Postsecondary Perkins Budget Terms and Definitions
- R. Postsecondary Perkins Program Planning & Budget Design Information
- S. ICCB Perkins Staff Team Contact Information
- T. Fiscal Year 2007 Postsecondary Perkins Annual Plan Check List
- U. Fiscal Year 2007 Postsecondary Perkins Final Reports
- V. Fiscal Year 2007 Postsecondary Perkins Federal Allocation Table

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. in service 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 PERMISSIVE 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 Postsecondary Perkins 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 postsecondary students 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 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
- \$ Definition Percentage of program completers in a given fiscal year who were employed in the 3rd 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 3rd 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 3rd quarter (3P1) and still employed in the 4th 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 3rd 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

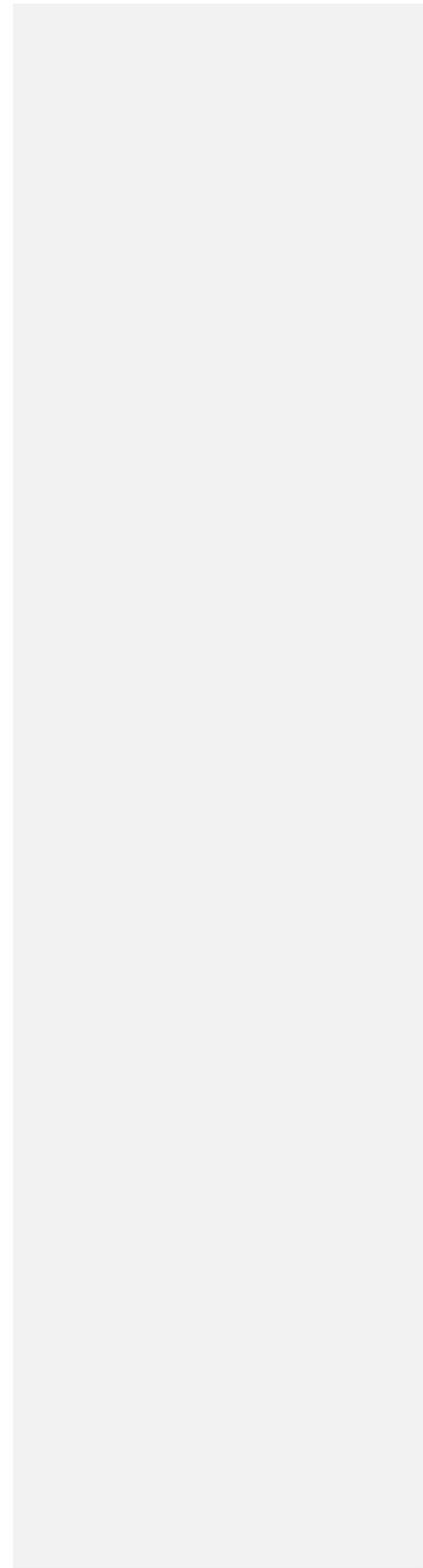
- 4P1 Nontraditional Program Participation Description
- \$ Definition Percentage of students enrolled in occupational programs leading to occupations that are nontraditional for their gender.
- Male Nontraditional Program Participation Numerator/Denominator (Same Year)
- \$ Numerator Total male enrollment 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 (PIIP)**

Please provide all the information requested below for each indicator that did not meet the performance target (annually adjusted level of performance, or AALP).

Community College _____

Perkins Core Indicator Being Addressed (complete a separate PIIP for each indicator) _____

Core Indicator AALP _____ Actual Performance _____

This submission is a (check only one):

- **New Plan** - to be submitted in instances where no PIIP was previously required for the specific core indicator, but is now required based on the most recent data available.
- **Plan Revision & Progress Update** - to be submitted in instances where a PIIP was previously required for the specific core indicator and is required again based on the most recent data available.

PERFORMANCE BY PROGRAM AREAS (if available)

Report the performance of any specific program areas that did not meet the AALP for this indicator.

<u>Program Area</u>	<u>CIP</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PERFORMANCE OF SPECIAL POPULATIONS

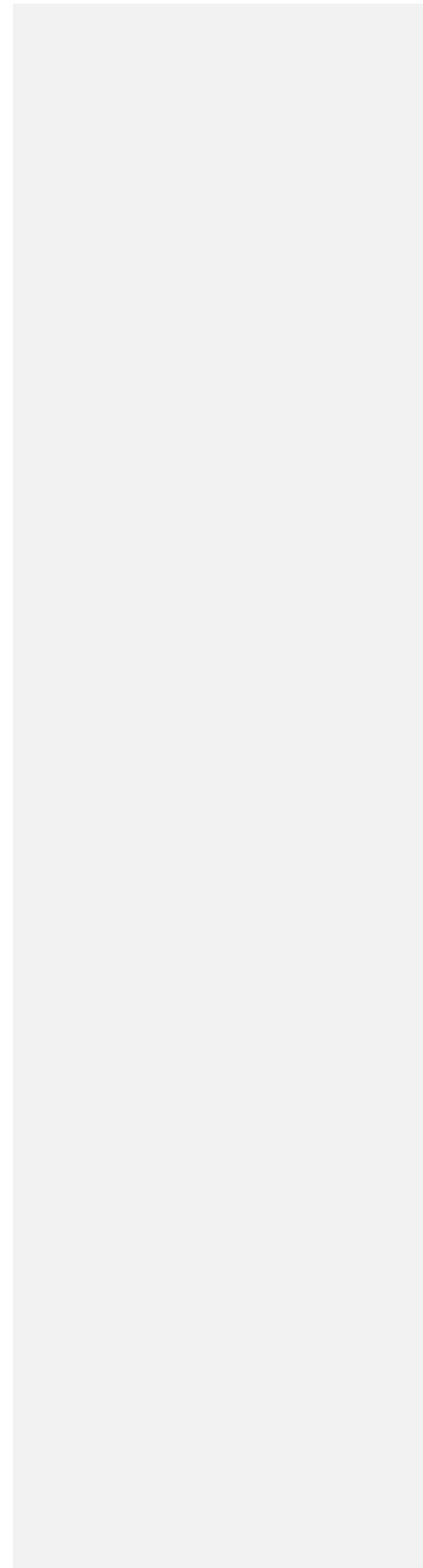
Report the performance of special population subgroups that did not meet the AALP for this indicator.

<u>Special Population</u>	<u>Actual Performance</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PERFORMANCE IMPROVEMENT NARRATIVE

Please attach a narrative describing how the college plans to increase performance in this area and close the performance gaps. Include information regarding the particular special populations and program areas (if available) that did not meet the AALP in this indicator how the proposed activities will affect these groups. Be as specific as possible and include project timelines, amount of funds being allocated (Perkins and other), names/titles of responsible staff and any other details that will help delineate your approach.

If this is a Plan Revision & Progress Update, (see above) include in the narrative a summary of past efforts and a specific plan on how the college plans to increase performance in this area and close the performance gaps. Be as specific as possible and include outcomes from the previous year's activities.



Appendix E Postsecondary Perkins Budget Worksheet

Functional Expenditure Categories (Columns A-H)

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

*Attach a short description of any costs listed under Column G (*OTHER EXPENDITURES*)** General Administration costs may not exceed 5% of the college's total allocation
All expenditures of funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix 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

Authorized Official (print name)

Authorized Official (signature)

date

Appendix F Postsecondary Perkins Budget Terms and Definitions

Functional Expenditure Category Descriptions

- All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix B and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.
- For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm8-05.pdf>). *Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of 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

Appendix F Postsecondary Perkins Budget Terms and Definitions cont.

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

Postsecondary Perkins Program Planning & Budget Design Information

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

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

PERKINS LEADERSHIP TEAM:

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WIA/PERKINS INTEGRATION:

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Director for Employment & Training
Phone: 217.557.2742
E-mail: lnelson@iccb.state.il.us

Appendix I Fiscal Year 2007 Postsecondary Perkins Annual Plan Check List

Please provide the following information on the cover of your FY 2007 Postsecondary Perkins grant proposal:

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

One original and three copies of the Fiscal Year 2007 Postsecondary Career and Technical Education Plan must be submitted to the Illinois Community College Board by May 23, 2006. For proposal format or submission questions please contact Andy Read at aread@iccb.state.il.us or (217) 558-4929.

The following items are required as part of your FY 2007 local plan submission:

- Section 1 Program Narrative
- _____ Response to Guided Questions (page 2)
- _____ 1. Improvement of Academic and Technical Skills of Students 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 3)
- Section 2 Program Performance Objectives
- _____ Program Improvement Plan (page 4)
- NOTE: Complete a separate specific Program Improvement Plan for each indicator that did not meet the AALP (Appendix D).
- Section 3 Program Budget
- _____ Postsecondary Perkins Budget Worksheet (Appendix E), signed by authorized official

Appendix J

Fiscal Year 2007 Postsecondary Perkins Final Reports

By **September 30, 2007**, federal Postsecondary Perkins grant recipients are required to submit the following final reports:

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

Final Programmatic Report - Due September 30, 2007

1. Please describe any and all successful programs or activities implemented or continued at the college during FY 2007 in the following six areas:
 - 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.
2. Please describe any barriers to success the college encountered in Perkins program activities during FY 2006.
3. Please provide an update on the college's FY 2007 PPIP activities. Include project outcomes, amount of funds (Perkins and other) actually expended, and any other details necessary to describe the efforts taken to raise performance and meet the AALP. Provide a separate report for each core indicator area the college was required to submit with the FY 2007 plan.

Forward the completed final programmatic report by **September 30, 2007** to:
The Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701
ATTN: Becky Sanders

Final Fiscal Report - Due September 30, 2007

Final fiscal information related to the FY 2007 federal postsecondary Perkins grant will be collected electronically by the ICCB in a format to be released at a later date. This information must be submitted electronically by **September 30, 2007** and followed up with a signed hard copy.

Appendix K
Fiscal Year 2007 Postsecondary Perkins Federal Allocation Table

The federal budget affecting our state Fiscal Year 2007 has been approved and includes a funding level for Perkins and Tech Prep that is 1% less than the current fiscal year. The ICCB has received confirmation from the Office of Vocational and Adult Education (OVAE) that preliminary state allocations will be released in the near future. The ICCB will distribute individual college allocations based on this information at a later date.

Submit one original and three copies of your FY 2007 plan
by May 23, 2006 to:

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

FISCAL YEAR 2007 ILLINOIS TECH PREP CONSORTIUM GRANT GUIDELINES

**ILLINOIS COMMUNITY COLLEGE BOARD
401 EAST CAPITOL AVENUE
SPRINGFIELD, ILLINOIS 62701-1711
(217) 558-4929**

MARCH 2006

Comment [Watermark1]:

Comment [Watermark2]:

FISCAL YEAR 2007
ILLINOIS TECH PREP CONSORTIUM
GRANT GUIDELINES

TABLE OF CONTENTS

Program Background	1
Program Specifications and Definitions.....	2
Proposal Format and Award Process	3
Annual Plan Requirements	4
Budget and Fiscal Information.....	6
Tech Prep Sequence Development and Approval Process.....	7
Terms of the Grant and Deliverables	7

List of Attachments

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

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

PROGRAM BACKGROUND

Title 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:

- W. Linkages between academic and career and technical educators;**
- X. Articulation between secondary and postsecondary education;**
- Y. Collaboration between educators and the business community.**

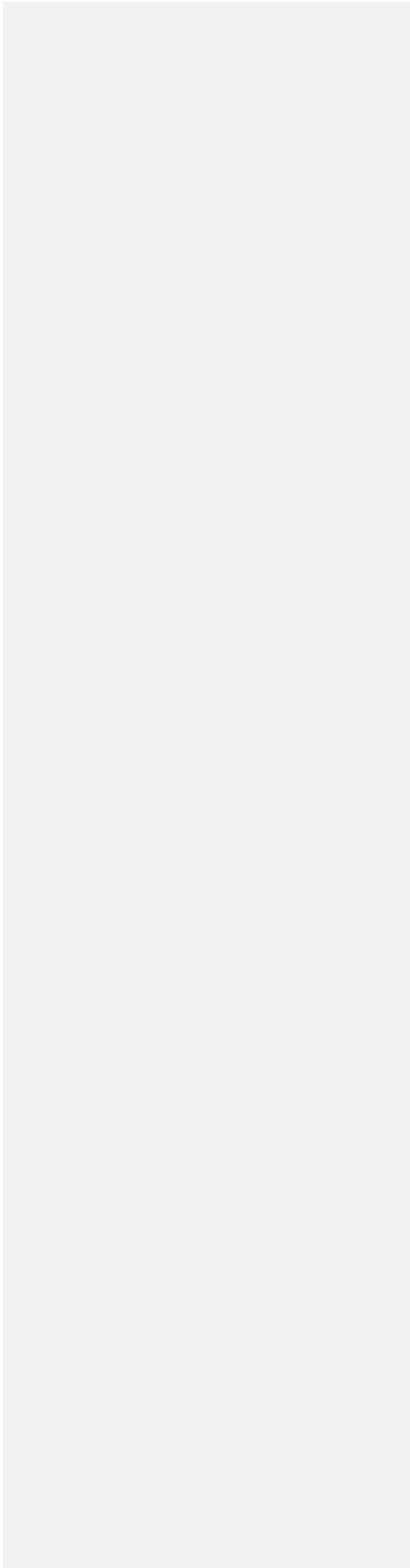
The following grant continuation guidelines have been designed to address the specific legislative requirements of Tech Prep and assist consortia to plan, implement and evaluate high quality Tech Prep programs. Prior to making application for funds, consortium leaders are encouraged to consult the following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

- **Illinois Tech Prep Website**
..... www.iccb.org/techprep
- **U.S. Department of Education**
Specific Tech Prep elements and outcomes as defined in federal legislation.
..... <http://www.ed.gov/offices/OVAE/CTE/techprep.html>
- **U.S. Department of Education**
Information on career and technical education including Perkins 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 country.

.....www.NATPL.org



PROGRAM SPECIFICATIONS AND DEFINITIONS

Approved by the U.S. Department of Education, these definitions are designed to meet the intent of the legislation and provide all consortia with a common programmatic foundation.

Tech Prep Programs:

- lead to related meaningful employment and are developed by all partners (secondary, postsecondary and private sector).
- begin in high school, continue at a postsecondary institution, and culminate in an associate of applied science degree in a specific career field, or two-year apprenticeship.
- can articulate from a community college to a four-year college/university.

Tech Prep Course Sequences:

- consist 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 in a specific career field, *or*
- two years of an apprenticeship following high school.
- must include integrated academic and technical content, workplace skills, and instruction delivered both at the worksite and in the school/college setting.
- 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 Students:

- are seeking further education after high school
- have a written career plan that identifies a sequence of courses that leads to a Tech Prep occupation as a career goal.
- may begin as early as the 9th grade and no later than the 11th grade to select a Tech Prep sequence of courses.
- may revise their program of study at any time.

Tech Prep Occupations meet *all* the following criteria:

- an A.A.S. degree, two-year certificate or a two-year apprenticeship (following high school completion) is the predominant method of entering the occupation;
- have opportunities for above-average entry wages and career advancement;
- require advanced technical skills; and
- require multifaceted problem-solving and critical thinking skills.

Tech Prep Completers:

- have followed a written career plan indicating a Tech Prep occupation as a career goal;
- have 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;
- have articulated to a non-duplicative academic and technical course of study for a Tech Prep occupation leading to an A.A.S. degree or two-year apprenticeship, and;
- have completed two years of postsecondary education leading to an associate of applied science degree, two years of an apprenticeship, or have articulated from a community college to a four-year college/university in a Tech Prep occupation.

PROPOSAL FORMAT AND AWARD PROCESS

One original and three copies of the Fiscal Year 2007 Tech Prep program proposals must be submitted to the Illinois Community College Board by May 16, 2006. 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 Andy Read at aread@iccb.state.il.us or (217) 558-4929.

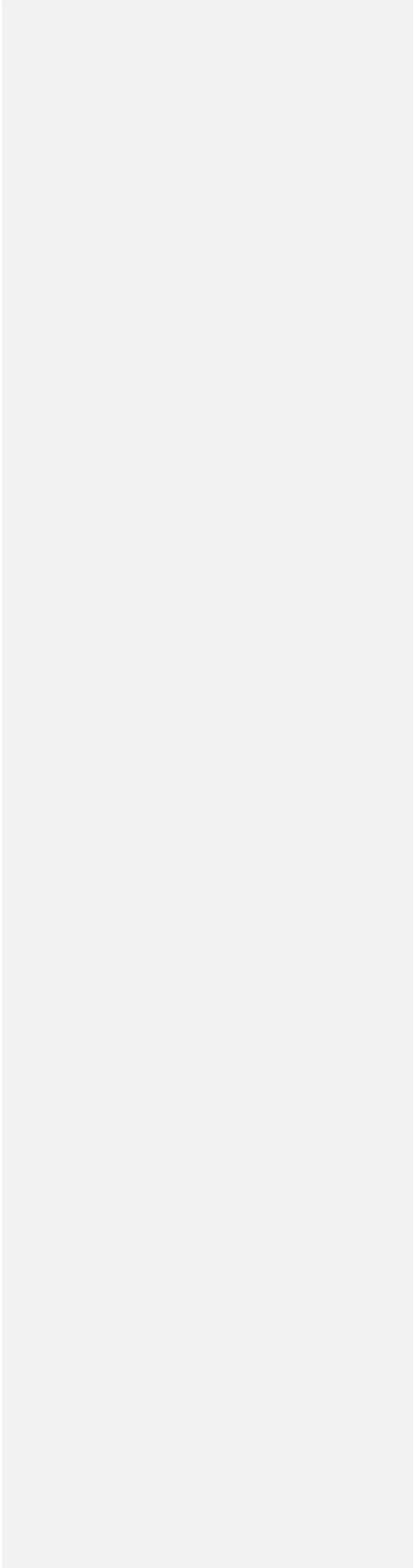
To avoid delays, please ensure that the following five items are complete and included as part of your fiscal year 2007 Tech Prep Consortium proposal (**one original and three copies**):

- II. Grant Proposal Cover Sheet (see Attachment G for specifications)
- III. Project Profile Worksheet (see Attachment B)
Note: Rather than requesting Consortia to only provide information in areas where changes have occurred as in years past, we are requiring updated Project Profiles for all Consortia for FY 2007.
- IV. Tech Prep Annual Plan Worksheets (Attachment C)
- V. Fiscal Year 2007 Tech Prep Consortium Budget Worksheet (Attachment D)
- VI. Fiscal Year 2007 Transit Entity Annual Plan and Budget Worksheets, *if necessary* (Attachment E)

Upon receipt of the complete proposal--

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

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



ANNUAL PLAN REQUIREMENTS

Each consortium must submit an Annual Plan that describes activities that will be undertaken to address the six *Tech Prep Components* (see Attachment A).

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

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.

All proposed Tech Prep activities and expenditures for fiscal year 2007 must directly support one or more of the Components, as well as continuous program improvement. In instances where activities support the goals of Tech Prep but are not designed *exclusively* for Tech Prep students enrolled in approved Tech Prep programs, an appropriate portion of the costs for the activities may be supported with Tech Prep funds.

Eligible Uses of Funds

Federal funds allocated to consortia may only be used:

- to support consortium-wide activities and
- to provide services or activities to students in the 9th grade or higher.

On-Site Review Follow-Up

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

Transit Entities Requirements

The Consortium Annual Plan includes all activities undertaken in support of one or more of the six Tech Prep Components. Funds may be distributed to individual schools and/or colleges to conduct consortium-wide activities related to, and in support of, the consortium's Annual Plan. Funds may only be transited to high schools and/or community colleges that have established Tech Prep sequences with the consortium (see Attachment F for more information on Tech

Prep sequence documentation). Additionally, only those activities which will benefit the entire consortium (i.e., "consortium-wide activities") may be supported by federal Tech Prep funds.

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

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

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

Performance Indicators

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

11. 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.
12. 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.
13. Student attainment of a postsecondary degree or credential.
14. Placement in, retention in, and completion of a postsecondary education or advanced training, placement in military, or placement or retention in

employment.

15. 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://www.isbe.net/career/pdf/perkins_state_plan.pdf

BUDGET AND FISCAL INFORMATION

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 2007 federal Tech Prep funds. The worksheet breaks down uses of funds into eight *Expenditure Account* categories:

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

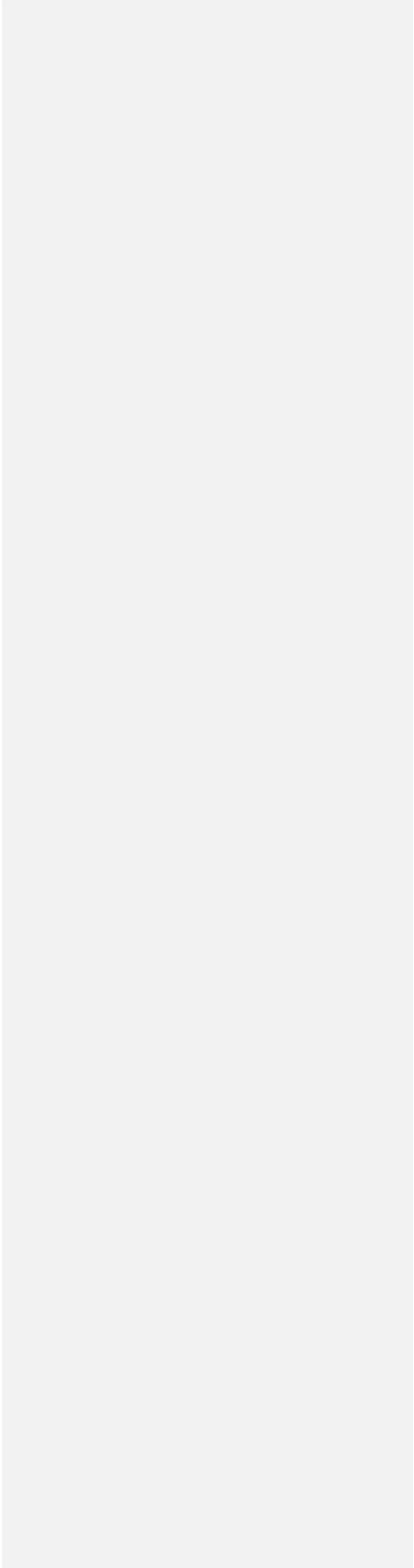
The first six Expenditure Accounts relate directly to the *Illinois Tech Prep Components* consortia will use as the basis of their annual plan (see Attachment C). The seventh, General Administration, refers to organized administrative activities that provide assistance and support to the Tech Prep consortium,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

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

Budget Modification Process

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

description and justification for the amendment.



TECH PREP SEQUENCE DEVELOPMENT PROCESS

Each Tech Prep Consortium is required to create, maintain and regularly update Tech Prep course sequences. *Attachment F* contains a suggested template that consortia may use to support these efforts. Approval and archiving of specific sequences is the responsibility of the Tech Prep director, according to established consortium procedures. However, ICCB staff or their designees may request to view current sequences at any time. An articulation agreement, signed by each of the educational partners, that defines the terms and conditions of the sequence must be on file in order to be considered valid.

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 2007 Tech Prep Consortium Grant 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 consortium.

TERMS OF THE GRANT AND DELIVERABLES

Terms

5. 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.
6. Orders for payments will be submitted to the Office of the Comptroller by the Illinois Community College Board according to the negotiated payment schedule.
7. 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.
8. Tech Prep consortium grants are 100% funded from federal sources. Therefore, successful applicants will be subject to the provisions of Section 511 of P.L-101-166 (The "Stevens Amendment") which governs the use of federal program funds. All announcements and other materials publicizing the programs must include statements as to the amount and proportion of federal funding involved.

Deliverables

Each consortium is required to submit the following fiscal year 2007 reports and other deliverables by the dates indicated:

E. Fiscal Year 2007 Tech Prep Consortium Final Reports

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

- 1) Fiscal Year 2007 Tech Prep Consortium Final Programmatic Report

The format and requirements of the Fiscal Year 2007 Tech Prep Consortium Final Programmatic Report will be supplied under separate cover by December 31, 2006. Four copies of the report, covering the period from July 1, 2006 - June 30, 2007, will be due to the Illinois Community College Board by August 15, 2007. The ICCB will distribute copies to the University of Illinois Office of Community College Research and Leadership (for research purposes only) and the Illinois Office Education Services (for public access and review).

2) Final Fiscal Report

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

9. 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.

16. Postsecondary Tech Prep Student Data

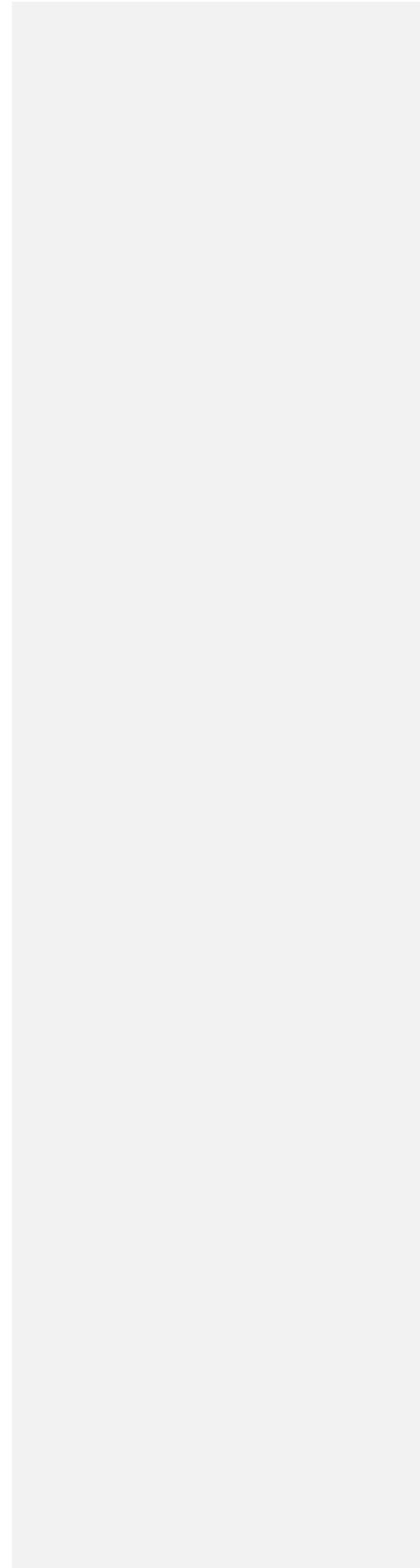
Each consortium *must* collaborate with the community college partner(s) within the consortium to submit data on postsecondary Tech Prep student enrollments to the Illinois Community College Board. Each community college within the consortium should be submitting these data using the community college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

ATTACHMENTS

- J. Illinois Tech Prep Components
- K. Project Profile Worksheet
- L. Tech Prep Annual Plan Worksheets
- M. Fiscal Year 2007 Tech Prep Consortium Budget Worksheet
- N. Fiscal Year 2007 Transit Entity Annual Plan and Budget Worksheet
- O. Sample Tech Prep Sequence Documentation Form
- P. Grant Proposal Check List
- Q. Fiscal Year 2007 Tech Prep Consortium Final Reports
- R. Illinois Community College Board Tech Prep Staff Contact Information

NOTE: ELECTRONIC VERSIONS OF ALL NECESSARY FORMS MAY BE

DOWNLOADED, EDITED AND SUBMITTED IN HARD COPY WITH YOUR
FY 2007 PLAN. FOR MORE INFORMATION, PLEASE VISIT THE ICCB
ILLINOIS TECH PREP WEBSITE: www.iccb.org/techprep



Attachment A

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

1. CONSORTIUM-LEVEL ARTICULATION

1.1. ARTICULATION

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

1.2. SECONDARY AND POSTSECONDARY COLLABORATION

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

1.3. BUSINESS/LABOR/COMMUNITY INVOLVEMENT

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

2. TECH PREP PROGRAM SEQUENCES

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

3. INSERVICE TRAINING

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

4. EQUAL ACCESS FOR SPECIAL POPULATIONS

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

displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency.”

5.LINKAGES/INNOVATIONS

5.1 CURRICULUM DEVELOPMENT

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

5.2 WORK-BASED LEARNING EXPERIENCES

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

6PREPARATORY SERVICES

6.1 GUIDANCE/RECRUITMENT

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

6.2 PARENTAL SUPPORT

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

Attachment B Project Profile Worksheet

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

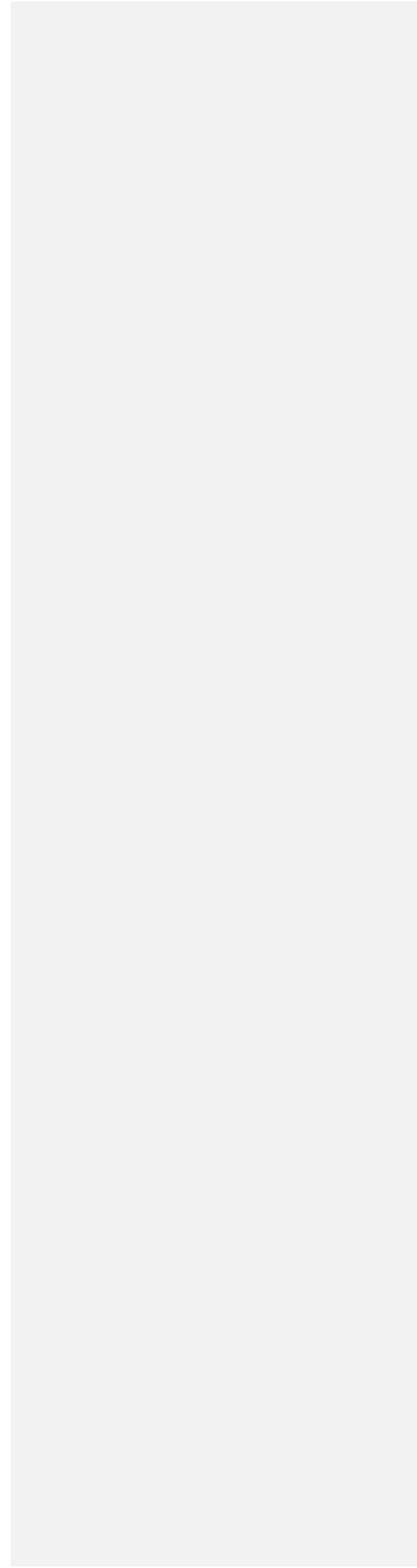
4. Consortium Structure

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

7. Program Components

- 2.1 Provide the consortium's definition of a Tech Prep student. Include specific definitions for secondary and postsecondary Tech Prep participation.
- 2.2 Describe how Tech Prep students are identified within your consortium. Include the specific methods used to:
 - identify secondary Tech Prep students (include how this information is shared with the community college);
 - identify postsecondary Tech Prep students (include how this information is utilized by the community college);
 - track and measure Tech Prep student progress, specifically including how student success is tracked from secondary to postsecondary education;
 - ensure accurate and timely accounting of Tech Prep student enrollments to state data reporting systems (i.e., the ISBE *ISIS* system and the ICCB *Annual Enrollment and Completion Report*)

- 2.3 Describe what evaluation is being conducted to improve Tech Prep programs.
- 2.4 Indicate how the issues of school dropout prevention and reentry are being effectively addressed in Tech Prep programs.
- 2.5 Describe the procedures in place within the consortium to assist postsecondary Tech Prep students secure employment or transfer to a baccalaureate degree program.



Attachment C Tech Prep Annual Plan Worksheet

Component #1 - CONSORTIUM-LEVEL ARTICULATION

1.1 ARTICULATION

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

Attachment C Tech Prep Annual Plan Worksheet

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

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

Attachment C Tech Prep Annual Plan Worksheet

Component #1 - CONSORTIUM-LEVEL ARTICULATION
1.3 BUSINESS/LABOR/COMMUNITY INVOLVEMENT

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

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

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

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

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

Attachment C Tech Prep Annual Plan Worksheet**Component #4 - EQUAL ACCESS FOR SPECIAL POPULATIONS**

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

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

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

Attachment C Tech Prep Annual Plan Worksheet

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

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

Attachment C Tech Prep Annual Plan Worksheet**Component #6 - PREPARATORY SERVICES****6.1 GUIDANCE AND RECRUITMENT**

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

Attachment C Tech Prep Annual Plan Worksheet

**Component #6 - PREPARATORY SERVICES
6.2 PARENTAL SUPPORT**

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

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

(add or subtract rows as necessary)

On-Site Review Follow-Up

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

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

Attachment D

FUNCTIONAL EXPENDITURE CATEGORIES (A-H)

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

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

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

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

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

Budget Modification Process

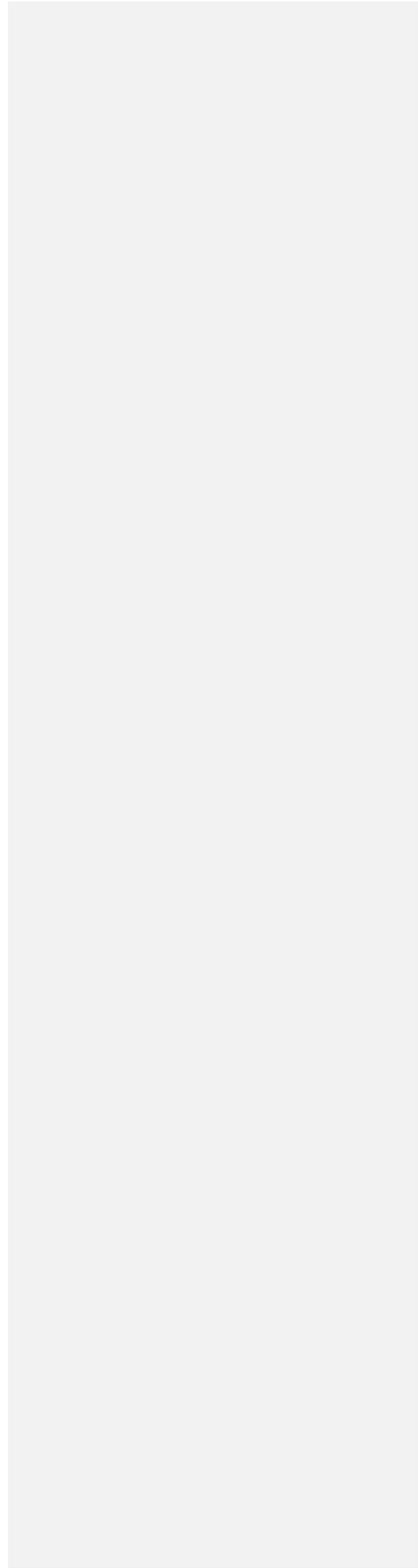
Budget modifications of up to 20% or \$2,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$2000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require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

Consortium Name/Number

Signature of Consortium Director

date





Attachment E

Fiscal Year 2007 Transit Entity Annual Plan and Budget Worksheet

CONSORTIUM _____

TRANSIT ENTITY _____

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

Transit Entity FY 2007 Budget \$ _____

Transit Entity Contact Name/e-mail _____

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

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

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

Attachment f
Sample Tech Prep Sequence Documentation Form

Each Tech Prep Consortium is required to create, maintain and regularly update Tech Prep course sequences. This Attachment s a suggested template that consortia may use to support these efforts. Approval and archiving of specific sequences is the responsibility of the Tech Prep director, according to established consortium procedures. An articulation agreement, signed by each of the educational partners, that defines the terms and conditions of the sequence must be on file in order to be considered valid.

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 2007 Tech Prep Consortium Grant Guidelines.

THIS IS A: 9NEW SEQUENCE 9REVISED SEQUENCE
 Consortium Name/Number _____
 High School _____
 Secondary Program Title _____

High School Course Sequence

	11 th Grade	12 th Grade
Subject Area	complete course titles	

- † Subject areas MUST include English, Mathematics, Science and Technical Emphasis
9. Please **bold** those courses required for high school graduation.
 10. Note those courses eligible for college credit (articulated credit, dual credit, etc.).
 11. Signed articulation and/or dual credit agreements must be attached.

Community College _____
 A.A.S. Title _____
 Postsecondary Program CIP Code _____

Community College Course Sequence

	Freshman Year	Sophomore Year
Subject Area	course title, prefix and number	
Semester Hours		

‡=Associate Degree requires a total of 60 credit hours or more.

Consortium Name/Number _____

Signature _____

Attachment G
Grant Proposal Check List

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

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

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

1. Grant Proposal Cover Sheet
2. Project Profile Worksheet (Attachment B)
 - Note: Rather than requesting Consortia to only provide information in areas where changes have occurred as in years past, we are requiring updated Project Profiles for all Consortia for FY 2007.
3. Tech Prep Annual Plan Worksheets (Attachment C)
4. Fiscal Year 2007 Tech Prep Consortium Budget Worksheet (Attachment D)
 - General Administration Costs may not exceed 5% of the total consortium grant allocation
 - Any costs listed under the Other Expenditures category must be accompanied by a description of the expense
 - Budget Worksheet form is signed by Consortium Director
5. Fiscal Year 2007 Transit Entity Annual Plan and Budget Worksheet(s) (Attachment E)
 - Payments to consortium educational partners (i.e., transits) must be listed under line 8 of the Consortium Budget

Submit one original and three copies of your
FY 2007 proposal by May 16, 2006 to:

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

Worksheet and must be accompanied by a Transit Entity Annual Plan and Budget Worksheet

Attachment H
Fiscal Year 2007 Tech Prep Consortium Final Reports

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

1) Fiscal Year 2007 Tech Prep Consortium Final Programmatic Report

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

2) Final Fiscal Report

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

Attachment J
Illinois Community College board
Tech Prep Staff Contact Information

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

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

TECH PREP LEADERSHIP TEAM

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Carol Lanning

Snr. Director for Program Planning/Accountability

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

Becky Sanders

Office Manager (LLCC Office)

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

PERFORMANCE INDICATOR/DATA INFO

Scott Parke

Snr. Director for Policy Studies

Phone: 217.785.0154

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

TECH PREP REGIONAL CONSULTANTS

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Southern Region

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E-mail: terryclark2002@hotmail.com

**Illinois Community College board
Tech Prep Staff Contact Information cont.**

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