U. S. Department of Education
Office of Vocational and Adult Education

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

STATE PLAN COVER PAGE

State Name: Illinois

Eligible Agency Submitting Plan on Behalf of State:

Illinois State Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: J. Mark Williams

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Position: Division Administrator

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Type of State Plan Submission (check *one*):

_X_ 6-Year Full Plan – FY 2007 – FY 2013

___ 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

_X_ Unified - Secondary and Postsecondary

___ Unified - Postsecondary Only

___ Title I only (*All Title II funds have been consolidated under Title I*)

_X_ Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART A: STATE PLAN NARRATIVE		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	**Not required**
Program Administration	All items required	**Only items A2(a-l); A8; B1; and B2 required**
Provision of Services for Special Populations	All items required	**Only items A1(a-c) required**
Accountability and Evaluation	All items required	**All items required, except for the baseline data and performance levels as specified in the chart on pages 19 and 41**
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs	**Only items A(1); B(1); and B(2) required if State is using all or a portion of its Title II grant funds for its tech prep programs** **No items required if consolidating all of its Title II grant funds into its basic grant programs**
Financial Requirements	All items required	**All items required**
EDGAR Certifications and Other Assurances	All items required	**All items required**
PART B: BUDGET FORMS		
Title I – Basic Grant	All items required	**All items required**
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs	**All items required if using all or a portion of its Title II grant funds for its tech prep programs** **No items required if consolidating all of its Title II grant funds into its basic grant programs**

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART C: ACCOUNTABILITY FORMS		
Definitions	All items required	**All items required**
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	**Student definition, and measurement definitions and approaches for all core indicators** **Baseline data and performance levels as specified in the chart on pages 19 and 41.**
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required	**Student definition, and measurement definitions and approaches for all core indicators** **Baseline data and performance levels as specified in the chart on pages 19 and 41.**

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008–June 30, 2009). States that submit a six-year State plan must complete this entire section.

A. Statutory Requirements

1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]

   A.1 – Response

   Illinois conducted five regional meetings during April and May 2007 around the state with secondary and postsecondary career and technical education staff to seek local and regional input for the Illinois Perkins Transition and Five-Year Plans. Focus groups were used to develop recommendations regarding career and technical education administrative policies and procedures critical in the development of the Illinois Perkins Plan.

   Formal hearings for the Illinois Five-Year Plan were also held in February 2008 in three Illinois regional areas–Chicago, Springfield, and Mt. Vernon–to seek testimony related to the draft plan. Electronic distribution systems and postal mailings were also used to inform interested organizations and groups about the hearings to comment on the Illinois Perkins Plan. The Illinois Transition Plan, the initial draft of the Five-Year Plan, and the Perkins Guide for the Submission of State Plans were posted on the Illinois State Board of Education and the Illinois Community College Board websites for electronic review and comment. Testimony was recorded from the hearings and the electronic communications. These comments were incorporated into the Illinois Perkins Five-Year Plan.

2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]

   A.2 – Response

   The retention of Tech Prep as a separate delivery system was the most significant concern indicated throughout the five focus meetings in 2007 and the three formal hearings in 2008. Other recommendations focused on clarifying such Perkins issues

as technical skill attainment, academic and career and technical education integration and related teacher certification issues, definitions related to performance indicators, and targeting references to special populations as a way to show their impact upon the performance indicators.

Testimony was provided to maintain the current Tech Prep Consortium delivery system within the state. Many of the Tech Prep activities are an integral part of the regional career and technical education activities, as well as some of the Programs of Study between secondary and postsecondary education. The eligible agency's response was collaborated with the Illinois Community College Board as its postsecondary partner and with other career and technical education partners. It was decided to maintain the current separate Tech Prep delivery system through FY 2009, with routine evaluations of the decision.

Testimony was also provided to clarify references in the plan to technical skill attainment, academic and career and technical education integration and teacher certification issues, definitions related to performance indicators, and targeting references to special populations, especially relating to performance indicators. Appropriate sections of the Perkins State Plan were revised to incorporate the comments received during the statewide hearings and the earlier focus groups. Some of the comments related more to the policies and procedures under the administration of the eligible agency and future guidance expected for Perkins. The eligible agency will continue to use statewide and regional leadership meetings to incorporate policies and professional development activities related to technical skill attainment, integration, teacher certification, performance indicators, and special populations.

3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

A.3 – Response

Illinois conducted five regional meetings during April and May 2007 around the state with secondary and postsecondary career and technical education staff to seek local and regional input for the Illinois Perkins Transition and Five-Year Plans. Focus groups were used to develop recommendations regarding career and technical education administrative policies and procedures critical in the development of the Illinois Perkins Plan.

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Opportunities for teachers, faculty, administrators, and other interested educators and private sector representatives to review and comment were also provided through the Illinois Education for Employment system, the community college, and the Tech Prep Consortium systems within the state. Illinois has a well-developed career and technical education delivery system through the 57-member Education for Employment system, 39 community college districts, and 40-member Tech Prep consortium. Administrators of these delivery systems serve as representatives to local and regional districts and, along with state career and technical education administrators, participate routinely in Perkins and Workforce Investment Act planning groups and technical assistance meetings. The Illinois Office of the Governor was also consulted through routine meetings and correspondence with the governor's education coordinator.

4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

A.4 – Response

Illinois has a well-developed system of career and technical education administrators at the regional and local levels that allowed routine comment regarding the development of the state plan. Illinois conducted five regional meetings during April and May 2007 around the state with secondary and postsecondary career and technical education staff to seek local and regional input for the Illinois Perkins Transition and Five-Year Plans. Focus groups were used to develop

recommendations regarding career and technical education administrative policies and procedures critical in the development of the Illinois Perkins Plan.

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5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

A.5 – Response

Illinois developed the state plan through the Illinois State Board of Education as the eligible agency representing secondary education, the Illinois Community College Board in consultation with the Board of Higher Education representing postsecondary education, and the Illinois Department of Commerce and Economic Opportunity. The Illinois Department of Commerce and Economic Opportunity is responsible for the administration of the Workforce Investment Act. Agency

representatives participate in interagency planning and coordination meetings that include the Illinois Workforce Investment Board and the Illinois P-20 Education Initiative. The state educational agency will file any objections and corresponding responses with the state plan that is submitted to the Secretary.

B. Procedural Suggestions and Planning Reminders

Illinois will maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, hearing locations, and attendance levels. See section 122(a)(3).

Illinois will develop and implement policies and procedures for the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act; appropriate records for the mandated consultations will be maintained.

Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by the Workforce Investment Act. Illinois collaborates with the State Workforce Investment Board and other one-stop partners as it plans for the participation of postsecondary career and technical programs in the Illinois one-stop career center delivery system.

Illinois public hearings and other consultation activities addressed all aspects of the state plan, including the reservation of funds under section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under section 112(a)(2)(B) of the Act.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. You must prepare and submit to the Secretary a State plan for a 6-year period; or

   You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

   A.1 – Response
   Illinois is submitting a 6-year plan for the operation of programs under the Act.

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-l); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

   A.2 – Response
   Illinois will provide professional development through various conferences to the field, which includes continuous improvement based on a cycle of planning, implementing, evaluating, and revising. This cycle provides a systematic mechanism for developing, assessing, and improving career and technical education programs. This cycle enhances decision-making and supports improvement of student attainment and system outcomes through a structured, data-driven process.

   (a) The career and technical education Programs of Study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

   A.2(a) – Response
   Illinois secondary and postsecondary education will organize Programs of Study around the 16 Career Clusters. To ensure success, the Illinois State Board of Education and the Illinois Community College Board will partner to develop sample Programs of Study that may be adopted by the local educational agencies and postsecondary institutions. This endeavor will also require Illinois to provide written and active guidance for local educational agencies on strategies to engage all the necessary partners, fostering a collaborative approach to implementation of the Programs of Study; including and emphasizing academic and career and technical courses that a student may use in planning for specific careers within a career pathway. The encouraged Program of Study will start no later than grade 9 and continue through at least two years of postsecondary

education, ensuring that the learner masters all of the foundation and pathway knowledge and skills.

Statewide and local collaboration will be facilitated to determine the Programs of Study the state will develop and make available for the Education for Employment Regional Delivery Systems (consortia of schools) and postsecondary institutions.

Programs of Study targeted for development will have an advisory committee that is composed of the following partners:

- **academic and technical education to facilitate interdisciplinary cooperation in curriculum integration,**
- **secondary and postsecondary education to ensure smooth transition from secondary to postsecondary education without duplication or remediation, and**
- **business and industry representatives to ensure that industry standards are incorporated and emerging trends anticipated.**

A guide will be developed to assist Education for Employment Regional delivery Systems (consortia of schools) and postsecondary institutions their implementation of the Programs of Study at the local level. This guide will include strategies to assist in:

- **Developing/Adopting Programs of Study,**
- **Establishing Active Local Advisory Committees,**
- **Using Standards-Based Curricula,**
- **Developing Integrated Curricula,**
- **Addressing the Achievement Gap through Programs of Study,**
- **Incorporating National Career Development Competencies,**
- **Developing Curricula that Lead to Industry Credentials and/or Certification,**
- **Creating Dual Credit/Articulation Agreements,**
- **Developing Business and Industry Partnerships,**
- **Working with Guidance and Counseling,**
- **Aligning Programs of Study with School Reform,**
- **Designing Effective Professional Development,**
- **Working through Barriers to Implementation,**
- **Communicating to Parents and Community, and**
- **Evaluating Programs of Study.**

Professional development will be provided to the Education for Employment Regional Delivery Systems (consortia of schools) and postsecondary institutions on the guide and how to use it with their sites in order to implement the Programs of Study.

In addition, Illinois will approve career and technical education programs for funding based on Illinois State Board of Education criteria for program approval. Programs are approved as a part of the Regional Plans. Regardless of which instructional program is being developed to obtain program approval for funding, careful consideration must be given to the following program approval elements: The criteria for approving career and technical education programs are included in Appendix A. The Illinois Community College Board uses a similar process to approve programs at the postsecondary level; these criteria for approving career and technical education programs are included in Appendix B.

i. Incorporate secondary education and postsecondary education elements;

A.2(a)(i) – Response
Joint planning that includes secondary and postsecondary representatives will be used to strengthen Programs of Study at the state and local levels. Regional consortia and community colleges are encouraged to use joint advisory councils that serve secondary and postsecondary levels. Where all tasks for any occupation cannot be taught through secondary course offerings, postsecondary articulation components, as appropriate, have been established.

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

A.2(a)(ii) – Response
In addition to technical skills and industry certifications, program content must reflect the integration of academic and workplace skills. Curriculum must be aligned with the *Illinois Learning Standards* and industry certifications, when available. Dual enrollment, dual credit options are encouraged in coordination with the Illinois Community College Board and are viable components of the program of study.

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

A.2(a)(iii) – Response
Dual or concurrent enrollment ensures involvement of all the appropriate agencies in identifying responsibilities and resources that can be shared to ensure expanded opportunities, efficiency, and quality of the programs. Articulation deals not only with curriculum development, but also with the delivery of programs and coordination of resources and services. Articulation agreements between regional delivery systems and

postsecondary institutions identify strategies to facilitate program alignment; student transition; shared facilities, equipment, and staff; and cooperative program planning and evaluation. The Illinois Articulation Initiative is a statewide effort to coordinate the transfer process, the types of transfer and resources available to students from participating Illinois colleges or universities.

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

A.2(a)(iv) – Response
Experience in and understanding of all aspects of the industry is required, including alignment with industry certifications where available and appropriate.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical Programs of Study described in (a) above;

A.2(b) – Response
Eligible recipients from the secondary and postsecondary levels of education will participate on the Programs of Study committees as they are being developed. They will assist in professional development statewide and regionally on the implementation of the Programs of Study.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

A.2(c) – Response
The Education for Employment Regional Systems (regional consortia of schools) and postsecondary institutions will have access to a guide to assist them with the development and implementation of articulation agreements.

(d) How programs at the secondary level will make available information about career and technical Programs of Study offered by eligible recipients;

A.2(d) – Response
Through consultation with local educators, the Illinois State Board of Education will make available Programs of Study models. These will be posted on the Illinois State Board of Education website and disseminated through the Education for Employment Regional Delivery Systems to local schools.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

A.2(e) – Response
Perkins funds will be used to purchase up-to-date instructional materials and equipment. State and local curriculum development will use the latest technology in terms of instructional content and instructional delivery.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;

A.2(f)(i) – Response
In the local plan, eligible recipients must address a component on Academic and Technical Integration in the career and technical education curricula. Recipients must indicate activities that address the integration of academics into career and technical education curricula.

ii. Promote continuous improvement of technical skill attainment; and

A.2(f)(ii) – Response
In the local plan, eligible recipients must address the Quality Components of a Career and Technical Education System. One of the components that must be addressed is the Integration of Academic and Career and Technical Education Components. Recipients must indicate activities that address alignment of curricula to meet appropriate state and industry standards.

iii. Identify and address current or emerging occupational opportunities;

A.2(f)(iii) – Response
In the local plan, eligible recipients must address a component on Program of Study. Recipients must indicate activities that address how they will develop Programs of Study based on labor market data.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

A.2(g) – Response
Services that are provided to students through the regional consortia use Perkins funds. These include tutors, note-takers, special adaptive equipment, etc. In many school districts, career and technical education courses also meet academic graduation requirements. Dual credit/dual enrollments are also encouraged.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

A.2(h) – Response
Illinois career and technical education programs will prepare students for postsecondary opportunities by ensuring they are equipped with:

Academic Skill Foundation. Students entering training-level career and technical courses in grade 11 will be expected to have met the *Illinois Learning Standards*, as measured by the Prairie State Achievement Examination. Programs will be based on the integration of academic and technical skill development. The inclusion of instruction and experience in all aspects of the industry within career and technical education programs will also have an impact on the effectiveness of academic skills and technical skills.

Workplace Skill Development. Workplace skill development is included throughout the career and technical education curricula. Also, the *Illinois Learning Standards* are infused with workplace basics.

Technical Competencies. Career and technical education courses in secondary schools emphasize occupational skills that are transferable across occupations within an occupational cluster, as well as technical skills that are common to the occupations.

Work-Based Learning. Students develop a resume of work-based learning and work experiences in an industry with their chosen field.

Educational Credentials and Certificates. Career and technical education programs provide certificates of knowledge, skills, and experiences that document students are prepared to benefit from training and to enter employment.

(i) How funds will be used to improve or develop new career and technical education courses—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

A.2(i)(i) – Response
The academic and technical skills of students participating in career and technical education programs will be strengthened through aggressive integration of academics with career and technical education to strengthen learning in the core academic and career and technical subjects, and through understanding of all aspects of an industry. Curriculum development at the secondary level for career and technical education programs is aligned with the *Illinois Learning Standards*.

ii. At the postsecondary level that are relevant and challenging; and

A.2(i)(ii) – Response
The Illinois State Board of Education, the Illinois Community College Board, and their business and industry partners will require development of local partnerships to stimulate and promote coordination among secondary and postsecondary programs. These partnerships work to strengthen relevant and challenging career and technical education programs.

iii. That leads to employment in high-skill, high-wage, or high-demand occupations;

A.2(i)(iii) – Response
Career and technical education program requirements include programs that target high-skill, high-wage, and high-demand occupations. Program guidelines require a review of regional and state labor market information.

(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

A.2(j) – Response
The Illinois Community College Board, in cooperation with the Illinois State Board of Education, provides state conferences, regional workshops, newsletters, and listservs to provide information regarding best practices. An evaluation process also includes distribution of best practices to local tech prep consortia.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

A.2(k) – Response
The academic and technical skills of students participating in career and technical education programs will be strengthened through integration of academics with career and technical education to strengthen learning in the core academic and career and technical subjects, and through understanding of all aspects of an industry. The strategies include providing contextual learning, providing statewide and regional conferences, and directing students with concentrations in career and technical education to take a challenging program of study while in high school and community college.

(l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

A.2(l) – Response
The Illinois State Board of Education and the Illinois Community College Board require Integration of Academic and Career and Technical Education Components in their annual grant planning documents. Annual reporting requirements include reporting on successful integration improvement strategies.

The current Perkins Curriculum Revitalization project in Illinois is developing a curriculum that is aligned with the *Illinois Learning Standards* and includes academic assessments. This curriculum is linked to an online planning matrix that allows content to be searched by academic and technical standards.

Illinois matches the results of the NCLB state test, the Prairie State Achievement Examination, with Illinois career and technical education students. Reports are provided to local educational agencies on how Illinois career and technical education students are performing. The data are also aggregated by gender, race/ethnicity, and special populations.

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

   (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

   A.3(a) – Response
   Illinois promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies. Curriculum development efforts for career and technical education programs in Illinois are required to address both technical and academic content in an applied manner. Education curricula have been developed that align with the *Illinois Learning Standards*. Lessons and assessments have been developed that deliver and assess technical and academic skills. Illinois' curriculum projects in career and technical education develop lesson plans in agriculture, business marketing and management, family and consumer sciences, technology and engineering education, and health science technology.

   (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

A.3(b) – Response
Through structured professional development, Illinois is working to increase the percentage of teachers who meet teacher certification or licensing requirements. Efforts to expand articulation between community college associate degree programs and teacher training programs at universities will be further developed.

Illinois has developed teacher education content standards that specifically outline the competencies that are to be taught and assessed in pre-service certification programs. Career and technical education teachers are being encouraged to seek dual certification in an area of career and technical education and a core academic area as part of their undergraduate and/or graduate degree program.

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

A.3(c) – Response
Steps have been taken to strengthen professional development opportunities that are high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards, as appropriate. Teachers' professional development needs are identified in relation to implementing the recommended curriculum. Quality professional development workshops are developed and delivered on a regional basis. Workshop activities can be applied toward higher education credits.

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

A.3(d) – Response
Illinois encourages applied learning that contributes to the academic and career and technical knowledge of the student.

Structured professional development workshops are provided through various providers where teachers can earn continuing professional development units to assist in the implementation of additional hands-on learning opportunities for students.

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

A.3(e) – Response
Illinois provides professional development opportunities related to the knowledge and skills needed to work with and improve instruction for special populations through a statewide technical assistance project. Illinois provides training and technical assistance to personnel who facilitate the improved

performance of special population students in career and technical education. Many of the Education for Employment Regional Systems and community colleges employ part- or full-time Special Populations Coordinators to facilitate the identification of special population students and the delivery of services needed for students to be successful in their career and technical education instructional programs.

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

A.3(f) – Response
Illinois promotes integration with professional development activities that the state carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)].

Illinois provides conferences and workshops focused on integrating academic and technical content within instructions. An example of an initiative that Illinois supports is the Illinois Mathematics and Science Partnerships, which have the following program goals:

- **Improve teachers' subject matter knowledge, strengthen the quality of mathematics and science instruction, and promote student academic achievement in mathematics and science;**

- **Promote strong teaching skills through access to the expertise of mathematicians, scientists, and engineers, and their technologies and resources, including integrating reliable, scientifically based research teaching methods and technology-based teaching methods into the curriculum; and**

- **Increase the understanding and application of scientifically based educational research pertinent to mathematics and science teaching and learning.**

4. You must describe efforts that your agency and eligible recipients will make to improve—

   (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

   (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

A.4(a-b) – Response
This new state plan requirement calls attention to teacher and faculty recruitment and retention issues.

Illinois will establish a standing committee to address the statewide concern about the training and supply of career and technical education instructors, including those underrepresented in the teaching profession. Through small grants to member institutions, Illinois will commission research and planning toward wider and more aggressive teacher recruitment in career and technical education fields of certification. Illinois will also work with the Illinois Teacher Certification Board to examine issues of career and technical education teacher certification, regular and provisional, with an emphasis on building programs to fully certify provisionally certified teachers and helping the certification process become more flexible for emerging career and technical education fields.

The Illinois State Board of Education will work with the Illinois Department of Commerce and Economic Opportunity to assemble business leaders to research and strategize for the transition to teaching of workers and professionals in business and industry, particularly in those areas relating to Science Technology Engineering and Mathematics.

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

A.5 – Response
This new provision requires the state plan to discuss how the eligible agency will help facilitate student transition between two- and four-year postsecondary programs.

The Illinois Community College Board will continue to work with the Illinois Board of Higher Education to facilitate transition of sub-baccalaureate career and technical education students to baccalaureate degree institutions. Alignment of course content and credit between community college and Illinois public universities is facilitated through the Illinois Articulation Initiative, which provides alignment of career and technical education student programs with four-year institutions.

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

A.6 – Response
Illinois will expand the group of stakeholders and their involvement in the development, implementation, and evaluation of programs. This expansion will

specifically include academic and career and technical education teachers, faculty, career guidance, and academic counselors.

As each LEA develops additional Programs of Study, the consultation will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of such career and technical education programs. (The plan guidelines established by the Illinois State Board of Education and the Illinois Community College Board will make this requirement clear in annual plan submissions.)

7. You must describe efforts that your agency and eligible recipients will make to—

   (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in–

      i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

      ii. Career and technical education subjects;

   (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

   (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

A.7(a-c) – Response
The local development of Programs of Study requires that integration of career and technical education content with the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965) of English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography), as well as exposure to the different aspects and elements of a given occupational cluster. Consultation at the local level will require that academic content instructors, secondary and postsecondary, will participate in the design of each Program of Study. This consultation will lead to discovery of and strengthen the links between the academic and technical content as it will be provided in classroom instruction. Such collaborative program design will build a professional learning and teaching community of the instructors involved. Curricula developed for core academic subjects will be strengthened with practical application, and teaching technical subjects will make explicit the academic content contained within.

Involving local representatives of business and industry in the creation of Programs of Study will ensure that academic and technical skills are maintained in the curriculum that align with all aspects of a given industry.

All Programs of Study will incorporate the core academic subjects necessary for success in a given field. Curricula developed for the Programs of Study will be aligned with the *Illinois Learning Standards*, so that participating students will be held to the same standards as other students.

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

A.8 – Response
Illinois State Board of Education staff, in cooperation with Illinois Community College Board staff, will provide local administrators, teachers, and members of the community at-large with technical assistance in three areas: 1) administration, 2) accountability, and 3) program improvement.

Administration. State agency staff will assist with the development of local plans by reviewing plans and making suggestions for improvement. In-depth, onsite assistance will be provided for secondary or postsecondary systems that are experiencing difficulties. In addition to overseeing progress, state agency staff will provide technical assistance on an "as-needed basis" to each of the systems. This may involve sharing insights gained from other systems, identifying better ways to meet objectives, and coordinating educators in a region to discuss ways that services can be delivered in more effective ways.

Accountability. Technical assistance will be provided to implement the Perkins IV accountability requirements. Regional meetings are held routinely to train secondary and postsecondary systems on the accountability requirements and to explain the local plan guidelines. The Illinois State Board of Education and the Illinois Community College Board plan statewide and regional meetings to train local practitioners on the accountability system. This will include setting and refining adjusted levels of local performance for the core indicators, procedures to ensure collection of reliable and valid data, workshops on analyzing and interpreting performance data, developing strategies for program improvement based on performance data, and procedures and strategies for reporting data to the state and the general public.

Program Improvement. The Illinois State Board of Education and the Illinois Community College Board will conduct statewide and regional technical assistance workshops to assist local educators to improve their programs and provide services to special populations.

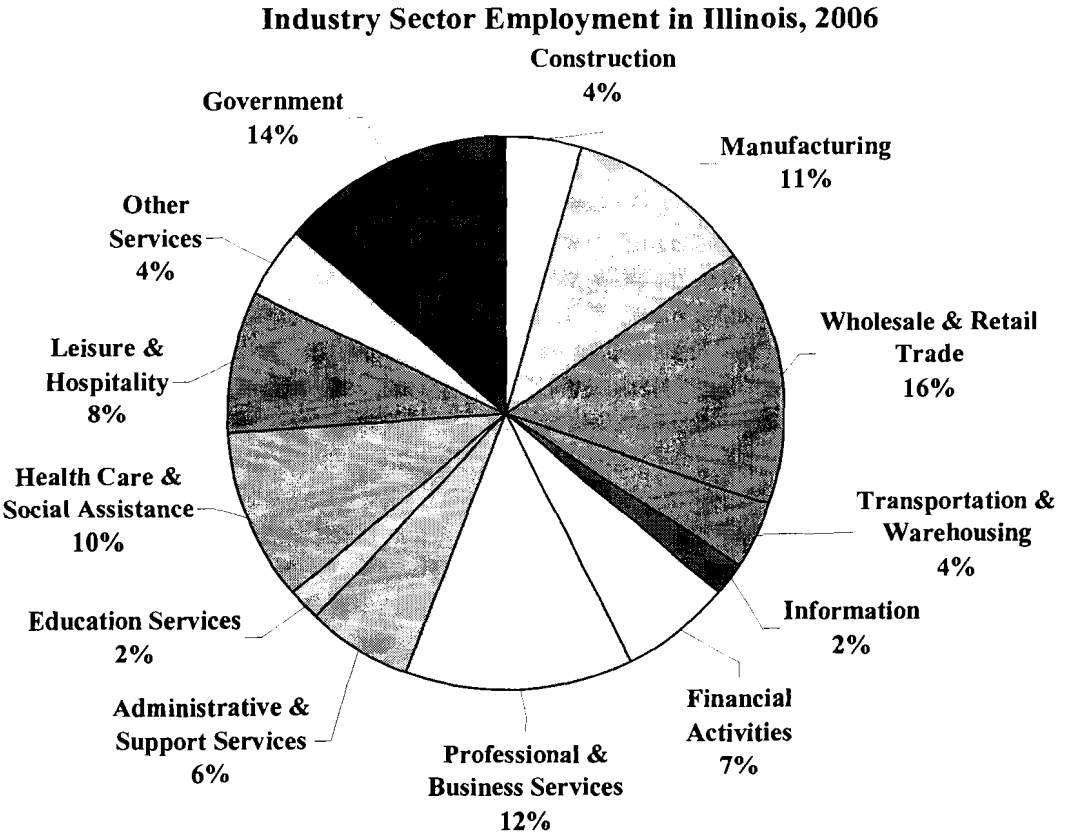
The Illinois State Board of Education will make various labor market information pertaining to high-skill, high-wage, and high-demand occupations, as well as career development resources, available to local administrators, teachers, and instructors to assist with planning and instruction. A substantial investment has been made in such products to increase their user-friendliness and accessibility through the Internet, CD-ROMs, and print materials. Training and technical assistance on the use of these products to enhance learning is also made available through several organizations in the state, including the Illinois Department of Employment Security.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

A.9 – Response

The Illinois economy lost 235,000 jobs, or about 3.7 percent of its total employment, during the economic downturn that began in 2001. From 2002 through 2004, Illinois experienced modest employment recovery, with an average job growth rate one percent lower than the nation. As Illinois regained its economic footing in 2005 and 2006, employment conditions mirrored the workforce situation for the nation as unemployment rates dropped and employment levels increased. In fact, during 2006 the Illinois unemployment rate dropped below the national average for the first time in more than five years. However, as the nation's economy began to slow down in 2007, Illinois has also begun to experience slower job growth and increases in joblessness.

The Wholesale and Retail Trade, Professional and Business Services, Manufacturing, and Healthcare and Social Assistance sectors each make up more than 10 percent of the total employment (see Chart: Industry Sector Employment in Illinois, 2006). Trade/Transportation and Manufacturing were the largest sectors of the Illinois economy in 1990, with 21.7 percent and 17.3 percent of all jobs, respectively. By 2006, the Illinois employment base had shifted with fewer manufacturing jobs and a larger representation of service jobs. More specifically, the manufacturing share declined to 11 percent, with a total loss of approximately 225,600 jobs. In contrast, Professional and Business Services boosted its proportion from 10 percent to 12 percent, an increase of more than 250,000 jobs. The Healthcare sector also gained in its share of payroll employment, growing to 10 percent by adding more than 200,000 workers.



The allocation of workers among the other sectors has remained relatively constant during the past 15 years. Throughout 2007, job growth in mainstays such as the Professional and Business Services and Educational and Health Services sectors has remained strong.

Industry employment projections through 2014 indicate that several of these critical industry sectors will continue to experience substantial employment into the next decade (see Table: Industry Employment Projections, 2004-2014). The Professional and Business Services and Healthcare and Social Assistance sectors are projected to add 180,000 and 110,000 new jobs, respectively. Three other sectors are also expected to grow more than one percent annually and add significant numbers of new jobs: Educational Services (+77,000), Leisure and Hospitality (+65,000), and Construction (+40,000).

Table: Industry Employment Projections, 2004-2014

Industry Title	Base Year Employment 2004	Projected Year Employment 2014	Change 2004-2014	Annual Compound Growth Rate
Total, All Industries	6,264,240	6,802,492	538,252	0.83
Natural Resources and Mining	9,044	7,867	-1,177	-1.38
Construction	267,335	306,986	39,651	1.39
Manufacturing, Total	696,446	642,947	-53,499	-0.80
Non-Durable Goods Manufacturing	285,102	270,184	-14,918	-0.54
Durable Goods Manufacturing	411,344	372,763	-38,581	-0.98
Wholesale Trade	297,620	308,458	10,838	0.36
Retail Trade	624,395	648,944	24,549	0.39
Transportation, Warehousing & Utilities	295,406	316,110	20,704	0.68
Information	120,556	125,428	4,872	0.40
Financial Activities	400,495	421,190	20,695	0.51
Professional and Business Services	802,041	982,169	180,128	2.05
Educational Services, Private and Public	516,556	593,350	76,794	1.40
Health Care and Social Assistance	639,894	749,812	109,918	1.60
Leisure and Hospitality	505,267	570,512	65,245	1.22
Other Services	289,875	319,038	29,163	0.96
Government	373,413	380,072	6,659	0.18

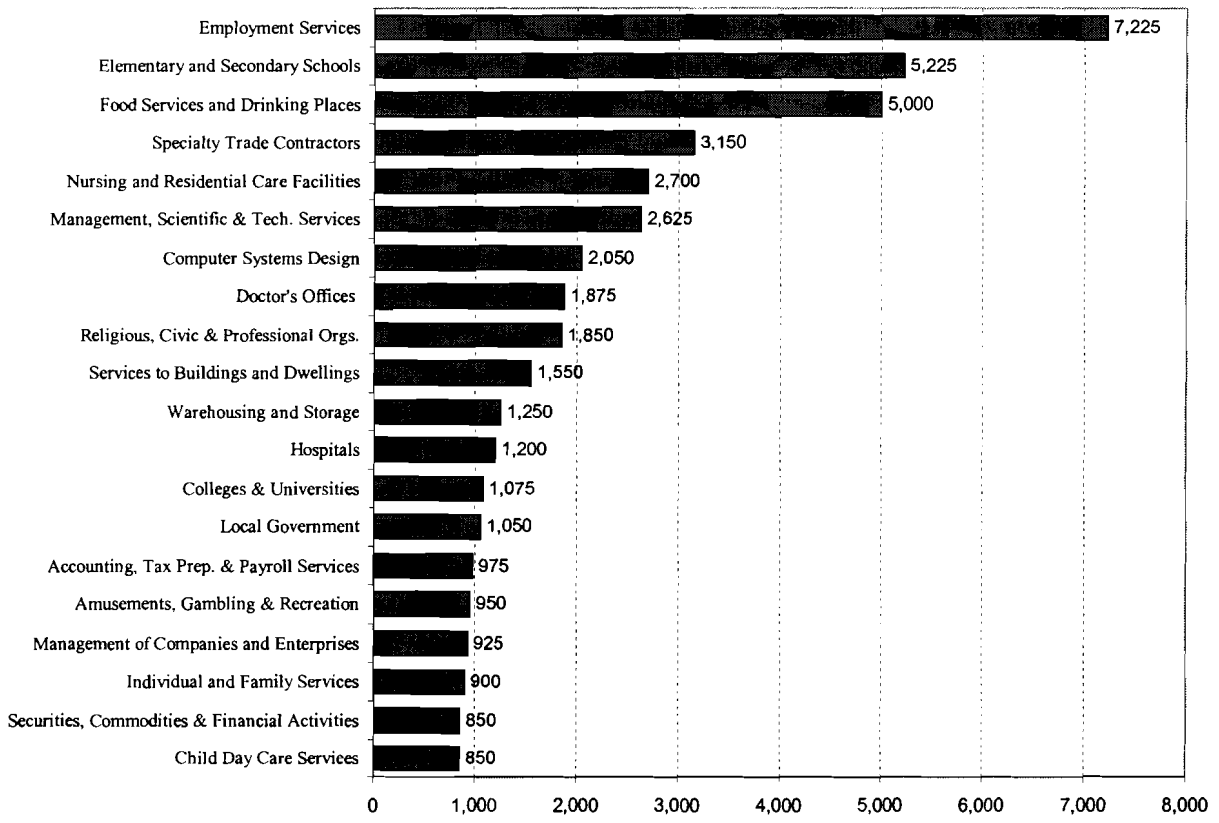
At a more detailed level, the 20 industries projected to add the most new jobs include several within these key sectors (see Chart: Leading Industries Ranked by Average Annual New Jobs). For example, 3 of the top 12 industries are in Healthcare and are expected to add a significant number of jobs each year: Nursing and Residential Care (+2,700), Doctors Offices (+1,875), and Hospitals (+1,200).

However, the largest economic region of the state, the Chicago Metropolitan Area, accounts for nearly two-thirds of total Illinois employment, largely influencing statewide data and often disguising the unique economic fabrics of Illinois substate regions. Agriculture, especially, plays a larger role in the Illinois economy outside of the Chicago area and is among the largest employing industries in the southernmost labor markets.

Most of these leading industry sectors and specific industries are among the high-demand economically critical business sectors that require skilled workers today and in the future. The occupations that are most critical to these industries and the state's overall economy generally require skilled training beyond high school. In addition to new job creation, job opportunities will also arise from the need to replace existing workers who leave the labor force because of retirement, health, or other reasons. In fact, 7 out of every 10 job openings through 2014 will be due to replacements, according to the Top 35 High-Demand Occupations Ranked By Job

Openings. These represent some of the most critical occupational shortages with annual job openings, median wages, projected employment, education/training level, and skill requirements. Seven of these top occupations are in Healthcare, with Registered Nurses ranked as the highest demand at almost 4,000 positions each year.

Leading Industries Ranked by Average Annual New Jobs



10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

A.10 – Response

Joint planning and coordination with those who administer other federal education programs is continuing in Illinois. The Illinois State Board of Education and the Illinois Community College Board collaborate in planning the use of Perkins, Workforce Investment Act, and Adult Education funding. The Illinois Workforce Investment Board includes membership and participation from the three state agencies that administer education programs: The Illinois State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education.

Newly established in Illinois law, a P-20 Council joins educational leadership from across the public and private spectrum. The rationale of the legislation states that

preparing Illinoisans for success in school and the workplace requires a continuum of quality education from preschool through graduate school. The P-20 Council was created to provide a framework to guide education policy and integrate education at every level. The P-20 Council will study and make recommendations concerning education at all levels to avoid fragmentation of policies, promote improved teaching and learning, and continue to cultivate and demonstrate strong accountability and efficiency. The P-20 Council will develop a statewide agenda to move the state toward the common goals of improving academic achievement, increasing college access and success, improving use of existing data and measurements, developing improved accountability, promoting lifelong learning, easing the transition to college, and reducing remediation. A P-20 agenda will strengthen Illinois' economic competitiveness by producing a highly skilled workforce. Lifelong learning plans will enhance Illinois' ability to leverage funding.

The composition of the board was designed to represent the diverse perspectives of education stakeholders. The governor will chair the council and appoint six at-large members, each representing a different field of expertise, including organized labor, a parent's organization, a civic organization, local government, and a nonprofit organization. The four legislative leaders will each appoint one member to the P-20 Council. Statewide business organizations will appoint five members to the council, and statewide professional education organizations will appoint six members to the council. Members will also serve representing school administrators and school boards, community colleges, four-year independent colleges and universities, and public universities. The directors of the Illinois Board of Higher Education, the Illinois Community College Board, the Illinois State Board of Education, the Illinois Student Assistance Commission, the Illinois Workforce Investment Board, the Illinois Department of Commerce and Economic Opportunity, the Early Learning Council, and the Illinois Mathematics and Science Academy will serve in an ex-officio capacity.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

A.11 – Response
Procedures to ensure coordination and nonduplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. (sec. 122(c)(2)).

In Illinois, there are procedures in place that ensure coordination and nonduplication among programs.

- **Illinois made the unique provision at the initial implementation of the Workforce Investment Act that community college presidents would have a full voting seat**

on every Local Workforce Investment Board. There is one community college president on every Local Workforce Investment Board. Since community colleges receive the postsecondary Perkins funds from the state, this ensures that discussions surrounding coordination and nonduplication of postsecondary Perkins and other partners take place at the highest levels.

- **There is a postsecondary Perkins representative on every Local Workforce Investment Board, which ensures that there is an "expert" voice to weigh in on any coordination issues.**

- **Many postsecondary Perkins partners also are members of the Local Youth Councils.**

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

   B.1 – Response
   See Appendices C and D for secondary and postsecondary guidelines.

2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

   B.2 – Response
   The Illinois State Board of Education serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Career and Technical Education Act of 2006. The Illinois State Board of Education distributes Perkins funds to unit and high school districts through the Illinois Education for Employment Regional Delivery System, which consists of 55 system directors. Under a memorandum of understanding between the Illinois State Board of Education and the Illinois Community College Board, administrative leadership for postsecondary Perkins was transferred to the Illinois Community College Board in July 2002 and Tech Prep Education was transferred in July 2003. The Illinois Community College Board distributes Perkins funds to the 39 Illinois community college districts, as well as to the secondary and postsecondary members of the 40 Illinois Tech Prep Consortia.

   Managerial, professional, and support personnel who are qualified by education and experience are maintained by the Illinois State Board of Education and the Illinois Community College Board in adequate numbers to enable proper and efficient administration of the Perkins Act. The division administrator of the Illinois State Board of Education, Career Development and Preparation Division, is the career and technical education state director. Even though Illinois State Board of

Education career and technical education staff are assigned to the Career Development and Preparation Division, some staff are located in other divisions to administer secondary career and technical education. At the Illinois Community College Board, the Vice President for Academic Affairs and Workforce Development and the Senior Director for Academic Affairs and Career and Technical Education serve as the lead staff for postsecondary career and technical education. Staff in other Illinois Community College Board divisions provides support to the implementation of Perkins postsecondary initiatives.

Organizational charts for the Illinois State Board of Education and the Illinois Community College Board are included in Appendices E and F, respectively.

3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

B.3 – Response
Legislation requires that the postsecondary Perkins partner exist on each Local Workforce Investment Board. In Illinois, the postsecondary Perkins partner is represented on each as a full voting member.

There are 26 Local Workforce Investment Areas and a corresponding number of Local Workforce Investment Boards. The postsecondary partners provide services through the one-stop system. Postsecondary Perkins partners provide their services in a variety of ways: providing materials at the one-stop center, assistance with college registration, online registration assistance, classes offered at the one-stop center, technology/Internet/phone connections, and staff located at the one-stop center.

C. Procedural Suggestions and Planning Reminders

Illinois has referred to the program memorandum OVAE/DVTE 99-11 for additional background in understanding the responsibilities for one-stop participation that are established by Title I of the Workforce Investment Act and its implementing regulations. See http://www.ed.gov/policy/sectech/guid/cte/title19911.html.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

A.1 – Response

Special populations students, both youth and adults, must have access to and successfully participate in the state workforce preparation system that leads to high-skill, high-wage, or high-demand occupations. To ensure that such students have the opportunity to meet or exceed state-adjusted levels of performance, it is critical that strategies and services are in place to achieve success.

Special populations are defined by the Act as youth and adults who are individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

To be successful in meeting individual needs, the strategies identified should be understood by students, educators, and other service providers. Strategies for ensuring access to and success in career and technical education programs for special populations students include:

Outreach and Recruitment Activities. Using a variety of proven outreach and recruitment activities (e.g., reviewing and analyzing performance data to determine areas of needed outreach and recruitment) for special populations learners is critical to their entrance into and participation in quality career and technical education programs. It is imperative that information regarding possibilities for participation in career and technical education programs, as well as available career opportunities, be provided to learners. Information dissemination should take into account the student's native language, as well as multiple forms of distribution of information (e.g., multimedia and printed materials).

Identification. Identifying students is a crucial step in a comprehensive system of support services. Eligible educational agencies are responsible for identification and reporting students based on definitions as defined in the Act.

Assessment. Assessment (e.g., abilities, interests, and aptitudes; unique learning needs; and learning styles) should enable the development of comprehensive profiles of students' competencies, strengths, and limitations. Based upon assessment data, programs should appropriately place students and provide supplemental services necessary for student success. Assessment should involve the following basic activities:

- **Conducting comprehensive student assessment, maintaining results, and disseminating information to appropriate individuals (e.g., counselors, instructors, parents, students, and administrative personnel);**
- **Identifying students who have unique needs, including those who are at risk; and**
- **Identifying available resources within and outside the system.**

Supplemental Services. Students' needs should be accommodated through the delivery of services necessary to achieve individual success in career and technical education. This is accomplished through coordinating the provision of supplemental services such as tutors; note takers; teacher aides and paraprofessionals; reduced class size; career and technical English language learner instruction; interpreters; mentors from school, community, business, and industry; special materials/supplies; support groups; tuition payment; child care; and transportation.

Career Guidance, Counseling, and Transition. Career guidance, counseling, and transition activities should include career awareness, exploration, orientation, preparation, and retraining; supportive counseling to assist students in dealing with problems associated with their personal, academic, and occupational successes; and quality activities that support and enhance school-to-school transitions and/or school-to-work transitions, including work-based learning experiences, such as job shadowing, apprenticeships, and internships. Specific activities may include conducting coordinated recruitment and guidance efforts; providing career development services to help students identify, plan, and prepare for career options; fostering career development by relating school-based learning to work-based learning; developing, maintaining, and updating learners' portfolios and individualized career, education, transition, and training plans; providing career education materials; providing student access to labor market and occupational information; promoting employer support and consultation; coordinating school-to-school or school-to-work transition activities; disseminating relevant transition information and materials to learners; and gathering and disseminating student follow-up data.

Coordination and Collaboration. Seamless student support should be provided using effective coordination and collaboration among education providers, area service agencies, employers, and community planning entities. This may be accomplished by establishing and maintaining partnerships among such entities as the access centers for the Americans with Disabilities Act, area labor/management councils, area planning councils, community-based organizations of and for people with intellectual and developmental disabilities (e.g., the Arc), boards of control for

area career centers and Education for Employment Regions, chambers of commerce, faculty advisory boards, and the Illinois Counseling Association.

Systemic Staff Development. Advocacy for the various special populations continues to be critical in ensuring that students' needs are met. Individuals who are knowledgeable about special populations and support services necessary to ensure student success in career and technical education programs can best provide this advocacy. To help ensure that individuals are well informed, systemic staff development that enhances knowledge and strengthens the abilities of professionals to provide essential support for special populations students should be designed and provided. Essential activities may include conducting staff development activities related to the individual needs of special populations students for career and technical education instructors, special education professionals, instructional assistants/paraprofessionals, mentors, tutors, counselors, and administrators; maintaining appropriate professional materials and resources; conducting staff development activities in areas such as legislation, work-based learning, integration teaching skills, interpersonal skills, critical thinking, cooperative learning, and teamwork; conducting staff development activities concerning identifying and/or developing special instructional materials or adapting existing instructional materials for career and technical education programs; disseminating information concerning available federal, state, and local resources pertaining to workforce development; identifying adaptive equipment, assistive devices, and new technology that should be available to students with disabilities; promoting public relations and marketing activities for programs and services; analyzing scientifically based research and baseline data; and providing training, as requested, to community members and business and industry representatives.

Monitoring and Evaluation. Continuous program improvement and student success should be ensured through monitoring the provision of supplemental services and evaluating learner achievement by local grant recipients. Activities include establishing clear goals for programs and activities, comparing learner performance data to determine success in school- and work-based environments, collecting data using consistent methods, surveying learners and relevant others for program and activity improvement suggestions, and soliciting observations and data from appropriate external sources.

(a) Will be provided with equal access to activities assisted under the Act.

A.1(a) – Response
All Perkins-funded programs will provide individuals who are members of special populations equal access to the full range of career and technical education programs available to individuals who are not members of special populations. These include occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services. Equal access to career and technical education programs can be exhibited in many ways. Career and

technical education program enrollment should have approximately the same make-up, by ethnic background, disadvantage, disability, and gender, as the enrollment of the total student body. Members of special populations should have equal access to programs that are over-enrolled. Where the number of students requesting a specific program is greater than the number of students the program can serve, the class enrollment figures and the waiting list should show approximately the same proportions of members of special populations. Entry requirements should not adversely affect access for members of special populations to career and technical education programs. Special populations students should be enrolled in all types of education programs, including occupational-specific courses, cooperative education, internships, apprenticeships, and Tech Prep programs.

Outreach and recruitment activities are a critical component of local program delivery. Special emphasis should be placed on outreach and recruitment of special populations students into career and technical education programs that are of sufficient size, scope, and quality, and that cover all aspects of an industry.

Before appropriate outreach and recruitment activities can occur, eligible recipients analyze baseline data to determine the appropriate distribution of special populations among the programs being provided. For example, if a large limited-English-proficient population exists in the community, but few are represented in career and technical education programs, outreach and recruitment should be a priority activity. The ideal recruitment strategy finds instructors, counselors, and administrators involved in a collaborative effort.

Steps in developing outreach and recruitment strategies are identifying the target population(s) so recruitment strategies are successful, knowing where and how to locate these populations, knowing the job market and what employers need from their workers, and being aware of projected workforce needs and emerging occupations.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

A.1(b) – Response
Career and technical education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with Section 612(a)(5) of IDEA and will, if appropriate, be included as a component of the individualized education program developed under Section 614(d) of that Act. Students with disabilities who have individualized education programs developed under Section 614(a) of IDEA, with respect to career and technical education programs, will be afforded the rights and protections guaranteed those students under that Act. Efforts to meet requirements are coordinated so services are complementary and provide the complete continuum

of both programs and support activities to enable special populations students to be successful in career and technical education programs.

ISBE conducts civil rights onsite visits in accordance with the federal court order affecting career and technical education programs to ensure that nondiscrimination rights of various special populations groups are not violated. The assurance of nondiscrimination will also be required of eligible subrecipients through the development and submission of their local plans. Illinois State Board of Education staff will also provide technical assistance and professional development activities and leadership development activities in the area of nondiscrimination, which may include civil rights self assessment.

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

A.1(c) – Response
Local plan guidelines require that eligible recipients specify the strategies and services available to meet the needs of each of the special populations in career and technical programs. (See Appendices C and D.) Eligible recipients will ensure that strategies and services for members of special populations in career and technical programs are appropriate. These services may include supplementary services, guidance and counseling, and transition services. The needs of individual students in programs will be identified and addressed.

Supplementary services may include a special populations coordinator, tutoring, note-taking, instructional aides or assistants, special instruction materials, remedial/developmental instruction, special or adaptive equipment and devices, career/skill fees and supplies, English language learner supportive personnel, tuition payment, child care, transportation, social service referrals, pre-career skills training, interpreting, mentoring, and support groups.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

A.2 – Response
To effectively serve the needs of students who, for a variety of reasons, are at risk of school failure, school districts, regional offices of education, and consortia of providers, including community colleges, community-based organizations, not-for-profit providers of instructional services or educational enhancements, municipal entities, and charter schools, are providing innovative instructional programs and comprehensive services. Students attending these programs either remain the responsibility of the school district or are administratively transferred to a program. Students receive instruction according to an individualized education plan. While many students complete their education program in an alternative setting, most

programs expect that the student will return to his/her home school district. In the case of adjudicated youth, students move from the jurisdiction of the juvenile court or the Department of Corrections back to their district of residence. In addition, to increase the number of students that complete high school and successfully transition into postsecondary education and/or employment, several regional superintendents operate alternative high schools that meet the requirements for high school graduation for districts within the region. Under state law, students enrolled in these programs are eligible to receive state aid generated by average daily attendance.

Similarly, students eligible for suspension and/or expulsion in grades 6-12 may be transferred to regional safe school programs. Under state law, these programs may offer work-based learning and/or service learning as part of the curriculum for the program. At the postsecondary level, a number of community colleges offer programs for retrieved high school dropouts, which culminate in high school completion. Others offer innovative instructional programs for students in grades 9-12 to prevent students from becoming at risk of school failure.

Illinois recognizes the need for a broad array of quality educational programs for lifelong learners and for students who have not been successful within the regular school program. In instructional settings more appropriate to their needs these students often become highly successful at school and in the workplace. As the number and scope of these alternative learning environments increase, more students will spend some portion of their academic careers outside the traditional educational delivery system. While alternative education programs often work to return the student to the educational mainstream, including the home school, where appropriate, many students will derive substantial educational benefits from the alternative school program and will therefore spend a significant portion of their educational careers in the alternative setting. Given this context, the state's role in the implementation of Perkins IV is to help ensure that students in alternative learning environments are not denied access to career and technical education.

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]

A.3 – Response
Illinois promotes the preparation of students for high-skill, high-wage, or high-demand occupations and nontraditional fields through a variety of avenues. Illinois provides grants to public secondary schools and community colleges with financial resources to develop, maintain and update career and technical education training programs that lead to high-skill, high-wage, or high-demand career fields. Program approval processes include a variety of data collection, including regional data to verify need for program development and development of high-skill, high-wage, or high-demand occupations. Grants to the system generally follow the goals established statewide by the administration for career and technical education. These grants cover priority areas such as program development, assessment and

evaluation, access and success for special populations, and student completion and retention. The grants are designed to further promote activities that will support the system's achievement of its performance goals. Illinois statewide leadership grants scoped for special populations and gender equity provide assistance to locals through ongoing professional development promoting resources and services that assist local marketing, recruitment, and service design efforts to support all special populations, including students interested in pursuing nontraditional Programs of Study. Tech Prep in Illinois is a statewide initiative, supported in part by federal funds, in existence for promoting high-skill, high-wage, high-demand occupations. Secondary and postsecondary schools work collaboratively with local partners to establish coursework and services that allow for smooth transition. Career and technical education programs meet the criteria for preparing students for employment in a career and technical field. Furthermore, funds are used in a variety of projects that address urgent needs of employers and emerging areas of study across the state.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

   A.4 – Response
   Illinois provides support to career and technical education programs and services to individuals in the state correctional system by providing funds to the Illinois Department of Corrections. Funds are used to implement a system to prepare offenders to reenter society through job readiness training, in combination with placement services. Funds serve job preparation programs at adult correctional center minimum security units, work camps, and boot camps.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc.

   A.5 – Response
   Each grant applicant will be required to provide assurances of effective implementation steps to ensure equity of access and participation in services and activities funded by the project for teachers, students, and other program beneficiaries with special needs. Each recipient of federal Perkins funds is required to submit a plan each year outlining how the required uses of funds will be addressed in their local plan, including provisions for recruitment of underrepresented populations in accordance with staff and program enrollment.

B. Other Department Requirements

There are no other Department requirements for this section of the State plan narrative.

B – Response
Not applicable.

C. Procedural Suggestions and Planning Reminders

Illinois local applications and forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).

Illinois has eliminated the "individuals with other barriers to educational achievement" from the definition of special populations. See section 3(29).

Illinois will use not more than 1 percent of the funds allotted for state leadership set-aside under section 111 of the Act that can be used to serve individuals in state institutions. See section 112(a)(2)(A).

Illinois has referred to the Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of state leadership funds for activities related to nontraditional training and employment.

Per the transition plan submission requirements, the Illinois accountability system indicates the ability to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008, and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:

	Indicators	Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	**Not required**	X
3S1	Secondary School Completion	**Not required**	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	**Not required**	X
6S1	Nontraditional Participation	**Not required**	X
6S2	Nontraditional Completion	**Not required**	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	**Not required**	X
2P1	Credential, Certificate, or Degree	**Not required**	X
3P1	Student Retention and Transfer	**Not required**	X
4P1	Student Placement	**Not required**	X
5P1	Nontraditional Participation	**Not required**	X
5P2	Nontraditional Completion	**Not required**	X

States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.

A. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

A.1 – Response

Illinois will continue to build upon its current statewide accountability systems to meet the accountability requirements of Perkins IV. Currently, the necessary modifications to all applications are in the process to make sure that all measures are adhered to in the Act. The Illinois State Board of Education has developed several systems to help meet the career and technical education performance indicators: the Performance Management Information System, the Student Information System, and the Illinois Student Information System. Additionally, the Illinois Community College Board has developed a community college management information system. All of these systems collect and report performance data.

Illinois will encourage input from local recipients and key stakeholders to establish acceptable measures and performance levels for career and technical education students. On the secondary side, additional input is obtained from meetings held by the System Directors Leadership Council, Illinois Data Quality Taskforce meetings, and the Accountability and Evaluation Workgroup.

In-depth discussions about the core indicators occurred during the Postsecondary Perkins Forum for Excellence in September 2007, which also included secondary stakeholders. A targeted session was held to gather additional feedback on proposed approaches to implementing the Secondary and Postsecondary Perkins performance measures for Illinois. College officials, secondary Education for Employment system directors, and other stakeholders were engaged in discussions about the process for setting performance levels at the local level.

Illinois Community College Board staff entered into a dialogue with personnel from the Illinois Department of Financial and Professional Regulations to discuss

administrative data-matching opportunities between the agencies. The Illinois Department of Financial and Professional Regulations licenses and regulates a variety of professions for which community colleges provide education and training. A list of the professions that are licensed or regulated by the Illinois Department of Financial and Professional Regulations is included in the appendices. The Illinois Department of Public Health regulates a smaller number of occupations and will be the next agency to have administrative data-matching opportunity discussions.

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

A.2 – Response
The Illinois State Board of Education and the Illinois Community College Board used several strategies to represent eligible recipients in the development of core indicators and state-adjusted levels of performance. A major topic of the Perkins Regional Transition Meetings conducted was accountability; a small number of committees has been established with stakeholder representatives to formulate recommendations to the Illinois State Board of Education and the Illinois Community College Board.

The baseline levels of performance reflect the most recent data available to use the implementation of the plan. The Illinois State Board of Education is continuing with an extensive process, with assistance of a university partner, to update, complete, and validate all baseline performance levels. The baseline levels of performance are the result of analyses of trends in performance levels. This also involves a similar process for local baseline and adjusted levels of performance, which must aggregate to the state baseline and adjusted levels. It is further understood that any changes in core indicators, baselines, or adjusted levels must be approved by the USDE, Office of Vocational and Adult Education.

The Illinois State Board of Education and the Illinois Community College Board will establish baseline data through a series of meetings conducted throughout the state to solicit comments and improvement strategies from the local career and technical education administrators of secondary and postsecondary entities. The Illinois Data Quality Taskforce team organized the secondary meetings and provides procedures to adjust the baselines set by the Illinois State Board of Education.

Additional in-depth discussions about the core indicators and the annual adjusted levels of performance at the state level occurred at the Postsecondary Perkins Forum for Excellence in September 2007. A targeted session was held to gather additional feedback on proposed approaches to operationalizing the Postsecondary and Secondary Perkins performance measures for Illinois and arriving at the adjusted levels of performance statewide. College officials, secondary Education for

Employment system directors, and other stakeholders were engaged in discussions about the process for setting performance levels at the local level.

3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

   Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

A.3 – Response

Indicators		One-Year Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	**X**	X
1S2	Academic Attainment – Mathematics	**X**	X
2S1	Technical Skill Attainment	**Not required**	X
3S1	Secondary School Completion	**Not required**	X
4S1	Student Graduation Rates	**X**	X
5S1	Secondary Placement	**Not required**	X
6S1	Nontraditional Participation	**Not required**	X
6S2	Nontraditional Completion	**Not required**	X

Indicators		One-Year Transition Plan	Six-Year Plan
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	**Not required**	X
2P1	Credential, Certificate, or Diploma	**Not required**	X
3P1	Student Retention or Transfer	**Not required**	X
4P1	Student Placement	**Not required**	X
5P1	Nontraditional Participation	**Not required**	X
5P2	Nontraditional Completion	**Not required**	X
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	**X**	X
1S2	Academic Attainment – Mathematics	**X**	X
2S1	Technical Skill Attainment	**Not required**	X
3S1	Secondary School Completion	**Not required**	X
4S1	Student Graduation Rates	**X**	X
5S1	Secondary Placement	**Not required**	X
6S1	Nontraditional Participation	**Not required**	X
6S2	Nontraditional Completion	**Not required**	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	**Not required**	X
2P1	Credential, Certificate, or Diploma	**Not required**	X
3P1	Student Retention or Transfer	**Not required**	X
4P1	Student Placement	**Not required**	X
5P1	Nontraditional Participation	**Not required**	X
5P2	Nontraditional Completion	**Not required**	X

Secondary Participant and Concentrator Definitions

CTE Participant: A secondary student who has earned one or more credits in any CTE program area.

CTE Concentrator: A secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two credit

sequences at the secondary level are recognized by the state and/or its local eligible recipients.

Postsecondary Participant and Concentrator Definitions

CTE Participant: A postsecondary/adult student who has earned one or more credits in any CTE program area.

CTE Concentrator: A postsecondary credential-seeking CTE student who: 1) within one fiscal year completes at least 12 academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or 2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. CTE concentrators are preparing for a future job immediately after attending the community college or are participating in higher education to improve their skills for their current employment.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

A.4 – Response
The Performance Management Information System includes a foundation of individual student records matched to internal and external databases to produce performance measures. Statewide secondary academic assessment records based on NCLB are matched to career and technical education students to produce academic achievement measures in reading and mathematics skills with comparative total school results. Secondary school completion and program completion are derived from the foundational database. Career and technical education program completers, which are high school graduates with two or more credits in a program area, are matched against the Unemployment Insurance wage records and a higher education enrollment database to produce measures of employment, postsecondary continuation, and employment retention. Participation-rate measures for special populations are produced by comparing a school's total incidence rate with that of career and technical education programs.

Secondary student attainment of career and technical skill proficiencies, including student achievement on technical assessments, have been and continue to be an important part for Illinois. To help Illinois collect data for the reporting of the Perkins IV Core Indicator 2S1, Illinois will assess grade 11 students in career and technical education using ACT WorkKeys tests (Applied Mathematics and Reading for Information). It has been proposed to include the third WorkKeys test, Locating Information. WorkKeys is the leading job skills assessment system in the nation,

measuring "real world" foundational skills that are critical to job success. WorkKeys is tied to specific training and curriculum for skill improvement, enabling educators and trainers to help individuals improve their skills and enhance job opportunities. ACT WorkKeys applied mathematics and reading for information assessments measures the skills people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems and measures the skills people use when they read and use written text in order to do a job. By using the ACT WorkKeys assessment, Illinois is moving to the Gold Standard, as defined by the Technical Skills Study Group. The Gold Standard encompasses 1) technical skill assessments, developed by external, third-party agencies to assess national- or state-identified standards (e.g., nationally validated employer/industry and postsecondary cluster standards); 2) national-, state-, or industry-developed credentialing or licensing exams, typically used to control entry into a profession; or 3) standardized statewide assessments of technical skills, created by state administrators for local agency use. In addition to the ACT WorkKeys assessments, Illinois Regional Area Career Centers use state licensures in Certified Nursing Assistant and Cosmetology programs. Currently, schools in Illinois are using about 1,000 NOCTI assessments, most of which are delivered at Regional Area Career Centers. NOCTI assessments are based on national and industry standards and normally include a written and performance component. The assessments measure not only what is known, but also how that knowledge is applied.

Continuity in measurement approach across related federal programs promotes public confidence in the performance information the programs produce. The Illinois State Board of Education and the Illinois Community College Board collaborate on Perkins secondary and postsecondary programs, services, and administrative management. The Illinois Community College Board has administrative responsibility for Adult Education (Title II of the Workforce Investment Act) and has always strived, to the largest extent possible, to align related performance measures. The Illinois Department of Commerce and Economic Opportunity is responsible for Workforce Investment Act Title I administration and performance reporting. Illinois Community College Board staff are in close communication with officials from the Illinois Department of Commerce and Economic Opportunity on accountability and measurement issues. The Illinois State Board of Education, the Illinois Community College Board, and the Illinois Department of Commerce and Economic Opportunity work closely in coordinating service delivery as required partners in the Illinois Comprehensive One-Stop System and the Illinois Worknet project. Due to these efforts, measures related to employment and retention (where applicable) follow similar approaches across all three federal programs.

STUDENT DEFINITIONS

Secondary Level:

CTE Participant: A secondary student who has earned one or more credits in any CTE program area.

CTE Concentrator: A secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

Postsecondary/Adult Level:

CTE Participant: A postsecondary/adult student who has earned one or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: 1) completes at least 12 academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or 2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

MEASUREMENT DEFINITIONS

Secondary:

1S1: Academic Attainment–Reading/Language Arts

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the Elementary and Secondary Education Act assessments in reading/language arts whose scores were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.

1S2: Academic Attainment–Mathematics

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and

Secondary Education Act as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the Elementary and Secondary Education Act assessments in mathematics whose scores were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.

Examples for Indicators 1S1 and 1S2:

- **Under these indicators, a state would not include in the data it reports under the Perkins Act a CTE concentrator who is a student who *at the time of the administration of the state assessment had not attended public schools within the state for a full academic year, as defined in the state's Consolidated State Application Accountability Workbook,* because the state would not include this student in its computation of statewide adequate yearly progress under the Elementary and Secondary Education Act.**

- **Under these indicators, a state would include in the data it reports under the Perkins Act a CTE concentrator who took the reading/language arts and mathematics assessments in grade 10 and dropped out in grade 11 if the student's grade 11 year is the reporting year.**

- **Under these indicators, if a state's *Consolidated State Application Accountability Workbook* allows for the state to report a student's last score on the reading/language arts and mathematics assessments for accountability purposes under the Elementary and Secondary Education Act, the state may follow the same procedure for reporting the number of CTE concentrators who met the proficient or advanced level of an Elementary and Secondary Education Act assessment because a state would report the same score for a CTE student as reported under the Elementary and Secondary Education Act.**

2S1: Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

***Note for Indicator 2S1*: The Department recognizes that a state may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator. OVAE expects that each state will identify, in Part A, Section VI (Accountability and Evaluation) of its new Perkins IV state plan, the program areas for which the state has technical skill assessments, the estimated percentage of students who will be reported in the state's**

calculation of CTE concentrators who took assessments, and the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all CTE concentrators and all program areas in the future.

To help Illinois collect data for the reporting of the Perkins IV Core Indicator 2S1, Illinois will assess career and technical education students using ACT WorkKeys tests (Applied Mathematics and Reading for Information).

3S1: Secondary School Completion

Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1: Student Graduation Rates

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act.

Due to the inability to produce this measure, Illinois proposes to use 3S1 Secondary School Completion as a proxy.

5S1: Secondary Placement

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007).

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Postsecondary:
1P1: Technical Skill Attainment

Numerator: Number of CTE concentrators who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within four years of enrollment.

Denominator: Number of CTE concentrators.

In Illinois, a transitional approach is being taken to Technical Skill Attainment (1P1). Currently, a student advancement approach is being used where graduation, transfer, or retention are registered as positive outcomes. The Illinois Community College Board is in dialogue with the Illinois Department of Financial and Professional Regulations to attempt to access certification information for future years.

***Note for Indicator 1P1*: The Department recognizes that a state may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator. In Illinois, initial coverage of occupations will be best in healthcare-related programs. Smaller numbers of skilled trades and human-service-related occupations are also expected to be available.**

2P1: Credential, Certificate, or Diploma

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

Denominator: Number of CTE concentrators in the postsecondary education tracking cohort for the reporting year.

3P1: Student Retention or Transfer

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1: Student Placement

Numerator: Number of CTE concentrators who completed a program and were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007).

Denominator: Number of CTE concentrators who completed and left postsecondary education during the reporting year.

5P1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to

continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

   To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

   A.5(a) – Response
   Illinois uses a state-developed assessment for the NCLB requirements in reading and mathematics, per Perkins IV. The Prairie State Achievement Examination is designed to measure the achievement of grade 11 students relative to the *Illinois Learning Standards* for <u>reading</u>, <u>mathematics</u>, and <u>science</u>. The Prairie State Achievement Examination includes three components: 1) a science assessment developed by the Illinois State Board of Education; 2) the <u>ACT</u>, which includes reading, English, mathematics, and

science tests; and 3) two WorkKeys assessments (*Reading for Information* and *Applied Mathematics*).

Academic achievement will consists of the percentage of all concentrators scoring at the meets or exceeds levels on the mathematics assessment and/or reading assessment from the Prairie State Achievement Examination or the Illinois Alternate Assessment. Career and technical education students will also be disaggregated by the following categories: explorers, investors, and concentrators for reporting to the field; however, only the concentrators will be reported to OVAE.

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

A.5(b) – Response
Illinois uses the currently approved NCLB definition for graduation rate.

Graduation rate is the number of 2004-2005 high school graduates divided by the first-time grade 9 2001 fall enrollment, minus students transferred out, plus students transferred in, multiplied by 100. [Numerator = number of graduates, denominator = (grade 9 enrollment - transfers out) + transfers in]. "Transfers out" include students from the freshman class who transferred to another school or died prior to graduation. "Transfers in" encompass 2004-2005 graduates who were not counted in the first-time grade 9 2001 fall enrollment; they may include students who transferred from another school, students with or without disabilities, and students who graduated in fewer or more than four years.

Performance level is not available for 4S1 Student Graduation Rates. Illinois does not have a longitudinal data system that can provide the needed data. Efforts are under way to link the graduation rate into the Student Information System, which would provide the need measure for career and technical education. Currently, the Student Information System has only two years of data available and it will be at least two more years before Illinois will be able to provide data for this measure.

Completed Final Agreed Upon Performance Levels (FAUPL) Form in Part C.

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State's AMOs or targets that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduation rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's targets. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

A.6 – Response

For postsecondary and secondary Perkins, Illinois plans to use a gap-closing methodology to establish performance levels. The "gap" is the difference between the recent available actual mean performance (baseline) and the long-term goal for each measure. Local-level goal-setting decisions will be influenced by performance goals established by federal officials for Illinois on a statewide basis. Accordingly, local performance will be expected to increase at a level that allows the state to meet its commitment to federal officials.

Generally, colleges will be given a right to appeal up to a maximum one-third of the goals in a given year unless a written exception is granted by the Illinois Community College Board Vice President of Academic Affairs and Workforce Development. One or more of the parameters described in item 7 will need to be met for an appeal to move forward. Within these parameters, a "due process"-based appeal process, including peer involvement, will be available. It is anticipated that this alternative goal-setting process will be used on an infrequent basis.

Based on the standardized gap-closing approach, colleges will be provided with an initial goal from state officials. Within the parameters described in item 7, if a district disagrees with the goal for its college, it may propose a different goal through the following process: the president of a college whose college has met the

parameters and thinks that the initial gap-closing proposal is not agreeable must formally request in writing an appeal to the Vice President of Academic Affairs and Workforce Development of the Illinois Community College Board within 30 calendar days of the date on the e-mail/letter informing the college of the availability of data on the state-developed Postsecondary Perkins website. The local written proposal should include: 1) the proposed revised goal(s), 2) a supportive rationale, and 3) a plan for how the revised goal(s) will be reached.

Appeals to the secondary plan should be submitted within 30 days to the Illinois State Board of Education. A review of the appeal will be conducted by the Illinois State Board of Education, Career Development and Preparation Division, and other key stakeholders. The appeal must include a written proposal with proposed revised goals, supportive rationale, and a plan for achieving the revised goal(s).

Appeals that meet the parameters and are filed within the timeline specified above may be granted by state staff or, if deemed unacceptable to state staff, negotiation with the local entity can occur to attempt to reach agreement. If state and local staff are unable to reach a mutually agreeable resolution, the local entity can submit its proposal to a Review Panel. The five-person Review Panel will include state (two Illinois Community College Board officials), and local (three college officials) representatives. Panel members will be asked to independently evaluate the original state goal and the alternate written local college goal, rationale, and plan. A form will be developed to use in the review process. Goals established by federal officials for Illinois' statewide performance will be a major consideration in the review.

Local performance will be expected to increase at a level that allows the state to meet its commitment to federal officials. The Review Panel may elect to schedule a conference call with the local college/school requesting a change to the goal or may choose at its discretion to act on the written materials provided by college/school officials. Written materials from college/school officials should be prepared under the assumption that they will form the sole basis of the appeal. Local college/school appeals to goals can be requested for a maximum of one-third of the goals in a given year unless a written exception to this policy is granted by the Illinois Community College Board Vice President of Academic Affairs and Workforce Development.

Local college/school officials serving on the Review Panel cannot hear their own appeals. If a Review Panel member's college/school seeks an appeal of its goals, the panel member will excuse himself/herself and an alternate Review Panel member will be selected.

The Review Panel may elect to retain the original state goal, accept the local revised proposal, or provide a goal between the two figures. The decision of the Review Panel shall be available within 60 calendar days after receipt of the request for an exception. The decision of the Review Panel shall be final. Appeals can be requested by local college/school officials on an annual basis if one or more of the parameters identified in item 7 exist.

Performance levels will be agreed upon as part of the contract with the local college provider. Goal agreement between the state and local provider will be one of the necessary components for the distribution of Postsecondary Perkins funding unless an exception is granted in writing by the Illinois Community College Board Vice President for Academic Affairs and Workforce Development.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

A.7 – Response
A secondary plan of unanticipated circumstances will have to be submitted the by local educational agency and it will be reviewed by the state team of experts to determine whether the circumstances are justifiable for a revision. The local educational agency will have to provide data and evidence to support the adjustments of performance as outlined in the appeal process.

To initiate a postsecondary appeal, the college should meet one or more of the following criteria: be experiencing an unemployment rate in its service region substantially above the state average, have experienced the closure of a major employer or substantial reduction in the workforce of a major employer in its service region, or experience a natural or manmade disaster that caused a substantial interruption of program and service delivery by the college or a strike/work stoppage that interrupts the delivery of programs and services <u>OR</u> have two consecutive years when 90 percent of the agreed-upon goals has not been met.

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

A.8 – Response
The state will report its findings for the community college occupational programs and the secondary career and technical education systems, including Tech Prep, in terms of the number and percentage of those institutions that "did not meet," "met," or "exceeded" their performance goals. The report will present for each core indicator the findings, interpretation of the data, and recommendations. The local report will further disaggregate the special population's performance on the core indicators.

The state performance report will also include findings on the statewide averages for each of the core indicators for career and technical education students, including

Tech Prep students. The report will present for each core indicator the findings, interpretation of the data, and recommendations.

The Illinois State Board of Education will reconvene the State Plan Advisory Committee to review the findings and develop the recommendations. The state report will also be reviewed by the Illinois Workforce Investment Board Accountability and Research Committee before submitting it to the Illinois Workforce Investment Board, the Illinois State Board of Education, and USDE. The local report will mirror the state report. For secondary programs, the report will show the percentage of high schools and Area Vocational Centers that have not met, met, or exceeded the performance goal for the year. That will be followed by the findings on the percentage of students above or below the local adjusted performance levels for each core indicator. The local report will further disaggregate the special population's performance on the core indicators.

All local data submitted to the Illinois State Board of Education for the Performance Management Information System via the Illinois Student Information System and the Illinois Community College Board Management Information System are subject to a data collection agreement between the Illinois State Board of Education and the local eligible recipient because the data are used not only for program improvement and accountability, but also for distribution of State General Revenue Funds for secondary and postsecondary career and technical education. This agreement states that the local entity is subject to audit. Upon an audit exception, local entities are required to return funds for overreporting their data.

All data sources and instrumentation, data collection and reporting methods, and analysis methods are designed according to the current research standards. The Illinois State Board of Education has the measures and methodologies reviewed by research scientists to ensure that they are valid and reliable measures of performance.

The Illinois Community College Board has created and maintains a separate Management Information System containing data about all students participating in the state's community colleges in both credit and noncredit programs. Information for selected credit student populations is used for Perkins progress and performance reporting. The unit record Management Information System includes an extensive array of demographic, programmatic, progress, and performance variables of interest to the Illinois Community College Board and the colleges. Within components of the Illinois Community College Board Management Information System, students are classified by curriculum, course enrollment, credit hours, career and technical graduate follow-up, special populations, and other data related to the Perkins core indicators. Tech Prep students are identified and tracked through a secondary and postsecondary administrative data-matching process that is governed by a data-sharing agreement.

All data collected by the Illinois Community College Board go through an extensive electronic edit process (validity checks, range checks, intersubmission reliability/consistency, etc.) and a "desk audit" review by state and local staff. Comparisons are made over time to help ensure submission completeness and identify any irregularities before the data are jointly agreed to as "final" by state and local staff. Colleges understand and appreciate that data supplied to the Illinois Community College Board are high stakes. Final information and data generated by the Illinois Community College Board are shared with other appropriate state and federal entities to meet their external reporting requirements. For example, at the state level, graduate data are used as a key component of the labor supply in the Labor Market Information Systems maintained by the Illinois Department of Employment Security. At the federal level, Illinois Community College Board data systems are used to report institutional-level data for most Integrated Postsecondary Data Systems submissions. Data submissions are also reviewed closely during the Recognition Process. A college needs to be formally recognized as meeting state standards and operating within established guidelines to be eligible to receive state funding.

The Illinois Community College Board has been successfully collecting and analyzing data regarding the postsecondary Perkins III measures and will continue to do so under Perkins IV. Illinois Community College Board Annual Enrollment and Completion records (A1) are one primary data source for the Perkins core measures. The Illinois Community College Board has successful experience designing, managing, and working with large-scale administrative data systems and processes. Illinois Community College Board staff are providing state leadership to the refinement of postsecondary core indicators under Perkins IV. Through a contractual agreement, partners from the Northern Illinois University Center for Governmental Studies provide assistance with federal Perkins reporting, including the Postsecondary Perkins web-based information system.

A work group that included college representatives provided additional review and guidance on Illinois core performance measures. The Illinois Community College Board distributed drafts of the core indicators and the continuing methodology used for establishing the adjusted levels of performance to Illinois community colleges. Opportunities for review and comment occurred at the Forum for Excellence (September 2007) and during the hearings on the Perkins IV Statewide Plan.

All local data submitted to the Illinois State Board of Education for the Performance Management Information System via the Illinois Student Information System and the Illinois Community College Board Management Information System are subject to a data collection agreement between the Illinois State Board of Education and the local eligible recipient because the data are used not only for program improvement and accountability, but also for distribution of State General Revenue Funds for secondary and postsecondary career and technical education. This agreement states that the local entity is subject to audit. Upon an audit exception, local entities are required to return funds for overreporting their data.

All data sources and instrumentation, data collection and reporting methods, and analysis methods are designed according to accepted protocols and practices. The Illinois Community College Board and the Illinois State Board of Education have collaborated with research scientists on the measures and methodologies to ensure that they are valid and reliable measures of performance. Administrative data matching is used exclusively by Illinois for performance reporting to strengthen measure reliability and validity.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

A.9 – Response

The Illinois State Board of Education and the Illinois Community College Board provide reporting entities with performance data based on what each entity submitted through the Illinois Student Information System or the Management Information System. Each local reporting entity must provide strategies and improvement plans when it fails to meet its local annual adjusted level of performance. Sample forms for the Secondary Career and Technical Education Strategies for Improving Performance and Postsecondary Program Improvement Plan are provided in the annual submission guidelines.

Sample

FY 2009

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 FY 2008 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 ATTAINMENT – READING/LANGUAGE ARTS** Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school **reading/language arts** assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.			
1S2	**ACADEMIC ATTAINMENT – MATHEMATICS** Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school **mathematics** assessment administered by the state under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.			
2S1	**TECHNICAL SKILL ATTAINMENT** Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.			
3S1	**SECONDARY SCHOOL COMPLETION** Percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.			

Sample

4S1	**STUDENT GRADUATION RATES** Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.			
5S1	**SECONDARY PLACEMENT** Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007).			
6S1	**NONTRADITIONAL PARTICIPATION** Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.			
6S2	**NONTRADITIONAL COMPLETION** Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.			

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
_____ Economically Disadvantaged
_____ Single Parents
_____ Displaced Homemakers
_____ Nontraditional

Sample

STRATEGIES

Indicate below all major strategies to be used during FY 2009 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.

FY 2009 STRATEGIES	TIMELINE	RESPONSIBLE PARTY(IES)	PERKINS FUNDING

Sample

Postsecondary Program Improvement Plan (PPIP)

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 PPIP for each indicator):

_____

Core Indicator AALP_____ Actual Performance_____

This submission is a (check only one):

- ❑ 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.
- ❑ Plan Revision and 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.

PERFORMANCE BY PROGRAM AREAS (if available)
Report the performance of any specific program areas that did not meet the AALP for this indicator.

Program Area	CIP

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

Special Population	Actual Performance

Sample

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 and 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.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

A.10 – Response

The Performance Management Information System provides the technology for statewide and local evaluation of programs. The Illinois State Board of Education designed this system to make using evaluation data easier for state and local staff. The Performance Management Information System is a database that draws upon several other databases to provide descriptive statistics on programs, program outcomes, and student outcomes. The Performance Management Information System is user friendly, applying the latest computer technology to enhance the system's data collection, analysis, and reporting features.

The Performance Management Information System design is based on a continuous improvement model. It helps determine baseline performance levels and performance goals, permitting analysis of short- and long-term gains. The state and eligible fund recipients negotiate anticipated levels of performance and program improvement strategies are aligned with performance priorities. Upon annual review of the performance data over the next five years, eligible recipients will adjust their local plans annually to realign resources to address performance deficiencies in programs, schools, and/or population cohorts. In this continuous improvement model, eligible recipients compete against themselves. This means that they are trying to raise baseline performance levels toward optimal levels of performance.

At the state level, the Performance Management Information System functions as an information and accountability system, tracking student progress and program improvement strategies. Each school year, Illinois State Board of Education staff will update the database that contains individual student records for grades 9-12 and for community college students. The Illinois State Board of Education also will disaggregate data for selected cohorts for the purposes of evaluating their progress. After preparing the data at the state level, the Illinois State Board of Education will send regional secondary school directors and community college career deans diskettes containing three years' of district data, statewide comparative summary data, and a Windows-based software program to analyze the data.

The Performance Management Information System was purposely designed to be as user friendly as possible so that all potential users would feel comfortable using the data for evaluating and improving programs. They can create numerous reports and graphs for each region, district, or school with only a few clicks of a mouse, providing customized reports to administrators and instructors almost instantly. The reports that are generated through the Performance Management Information System allow practitioners to see what is and is not working.

The Performance Management Information System compares career and technical education secondary and postsecondary systems with standards that are defined with the help of local educators, administrators, student service staff members, and parents. If a system is not meeting state standards, it is required to develop an improvement plan specifically addressing the areas of poor performance. The Illinois State Board of Education will create a "watch list" of schools that are underperforming and provide concentrated technical assistance to help these schools get back on track. Local educators will be required to develop "Strategies for Improving Performance" when they do not meet their annual adjusted level of performance.

The Illinois Workforce Investment Board functions as the state coordinating board pertaining to workforce preparation policy. The Illinois Workforce Investment Board ensures that Illinois' workforce preparation services and programs are coordinated and integrated, and measures and evaluates the overall performance and results of workforce programs and initiatives. The board is also charged with furthering cooperation between government and the private sector to meet the workforce preparation needs of Illinois employers and workers. The authority of the Illinois Workforce Investment Board is established in federal and state legislation that provides funding to support the operation of the workforce investment system. The role of the Illinois Workforce Investment Board is to ensure that the state and local workforce investment system is coordinated, market-driven, and responsive in meeting the employment and training needs of employers and job seekers alike. The Illinois Workforce Investment Board performs its coordinating duties, ensuring nonduplication of programs and services, through its committee and task force structure.

The focus of the blueprint for improving workforce development in Illinois and avoiding duplication is to build on existing initiatives to improve the effectiveness of the state's workforce programs, and to link initiatives more closely with the state's economic development strategy. The blueprint has several elements:

- **Focus Workforce Investment Act training investments on responding to the critical needs of the labor market, including flexible strategies for training in skill shortage areas;**

- **Strengthen local Workforce Investment Boards by providing clear direction and support, so that these boards can become a means for improving the linkage between workforce and economic development;**

- **Implement a Career Center network that is responsive to the needs of Illinois workers, makes effective use of current technology, and expands access for those most in need of such access; and**

- **Improve management and accountability for workforce programs.**

The Illinois Workforce Investment Board was created pursuant to the requirements of the Workforce Investment Act and is charged with a variety of duties related to planning and oversight of the state's workforce development system. The principal code departments involved in economic and workforce development, as well as the state agencies that administer educational programs, are represented on the board. The plan lists all entities represented on the board and describes how the board is using a task force strategy to fulfill its statutory responsibilities. The Illinois Workforce Investment Board established four task forces: the Healthcare Task Force, the One-Stop Redesign Task Force, the Private Sector Leadership Task Force, and the Planning Task Force. While some of the task forces have completed their work and have been disbanded, others have been created to address emerging issues. More recently, task forces were established to address the workforce needs of manufacturing, TDL (i.e., transportation, distribution and logistics), and individuals with disabilities. In 2006, the Illinois Workforce Investment Board created two new task forces: the Medicaid Infrastructure Taskforce, designed to improve employment opportunities for persons with disabilities, and the Career Development Taskforce, designed to expand career development opportunities for K-12 students in Illinois. The *Illinois Strategic Five-Year State Plan For Title I of the Workforce Investment Act of 1998 and the Wagner-Peyser Act*, developed by the agency partners under the leadership of the Illinois Department of Commerce and Economic Opportunity, contains additional background on Illinois Workforce Investment Board task forces.

B. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

   B.1(a-c) – Response
   Illinois will use the definitions agreed upon from the Accountability Form section, Part C.

   (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

   (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and

   (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets

under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.

   B.2 – Response
   Presently, Illinois does not have any state-approved technical skill assessments in any of the five occupational program areas available in the state. Illinois will be formulating focus groups to develop strategies on finding the appropriate technical skill assessments for the occupational areas.

C. Procedural Suggestions and Planning Reminders

The Secretary will approve the Illinois Transition State Plan, or a revision to an Illinois Transition State Plan, unless the Secretary determines that the Illinois Transition State Plan, or revision, respectively, does not meet the requirements of the Act. These requirements include that Illinois must develop valid and reliable measures for the core indicators of performance and establish levels of performance on the core indicators of performance are sufficiently rigorous to meet the purposes of the Act. See section 122(e)(1)(A)-(B); section 113(b)(2).

If Illinois has developed, prior to the date of enactment of the Act, performance measures that meet the requirements of section 113 of the Act, as amended by Public Law 109-270, then Illinois may continue to use such performance measures to measure the progress of career and technical education students. See section 113(b)(2)(D).

Illinois will be required to prepare and submit annually to the Secretary a report on the progress of Illinois in achieving the state-adjusted levels of performance on the core indicators of performance; and information on the levels of performance achieved by the state with respect to the additional indicators of performance, including the levels of performance for special populations. See section 113(c)(1).

With respect to future reports, the Illinois accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) and 203(e) of the Act, if applicable, for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A). The Department will issue further guidance to states on nonduplication of data. See section 113(c)(3).

If Illinois does not consolidate all of its Tech Prep funds into its Title I grant, the state will be required to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for Tech Prep students.

Illinois will be required to identify and quantify any disparities or gaps in performance between any category of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act and section 3(29) of the Act and the performance of all students served by the eligible agency under this Act, which must include a quantifiable description of the progress each category of students served by the eligible agency under this Act has made in meeting the state-adjusted levels of performance. See section 113(c)(2)(B).

The Department will make the information contained in reports submitted by Illinois under section 113(c) and 205 of the Act available to the general public through a variety of formats, including electronically through the Internet, will disseminate state-by-state comparisons of the information, and will provide the appropriate committees of Congress with copies of such reports. See section 113(c)(5)(A)-(C) and section 205.

Illinois is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to nontraditional fields. See section 113(b)((2)(A)(vi) and section 113(b)(2)(B)(v). The U.S. Department of Labor's Bureau of Labor Statistics and Women's Bureau, and the National Association of Partners in Education are several sources of information and data to assist states in this effort. See http://www.bls.gov/home.htm, http://www.dol.gov/wb/factsheets/nontra2005.htm, and http://www.napequity.org.

Illinois is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high skill, high wage, or high demand. See section 113(b)(2)(B)(iv). The U.S. Department of Labor, Bureau of Labor Statistics, offers a wealth of information and data to assist states in this effort. See http://www.bls.gov/home.htm, as well as the Department web site at http://www.edcountability.net.

V. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech prep consortia. [Sec. 203(a)(1)]

A.1 – Response

Tech Prep is fully integrated throughout Illinois. The 40 Tech Prep consortia coordinate the alignment and articulation efforts of the 39 Illinois community college districts, the Illinois Education for Employment regions, and the Illinois high schools engaged in the delivery of career and technical education programs.

The process used to award grants to the 40 Illinois Tech Prep consortia is: One original and four copies of the FY 2009 Tech Prep program proposal must be submitted to the Illinois Community College Board. The following five items must be complete and included as part of the FY 2009 Tech Prep Consortium proposal–

- **Grant Proposal Cover Sheet**
- **Project Profile Worksheet**
- **Tech Prep Annual Plan Worksheets**
- **Fiscal Year 2009 Tech Prep Consortium Budget Worksheet**
- **Fiscal Year 2009 Transit Entity Annual Plan and Budget Worksheets, *if necessary***

Consortia not able to return completed plans by the deadline must apply for an extension in writing to the Illinois Community College Board or risk having their funding denied. Extension requests must be received by the Illinois Community College Board. Plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2008. Expenditures may not begin until the approval is received.

Upon receipt of the complete proposal:

- **The consortium director will receive an e-mail message confirming that all components have been received and are being evaluated.**
- **Illinois Community College Board staff will review the proposal and contact the consortium director to:**
  - **request more specific information, clarification, and/or supporting data, or**
  - **confirm that the proposal has been approved as submitted.**

Following staff approval, the Illinois Community College Board 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 Illinois Community College Board in order to activate the grant. Audits will be based on the information provided in the signed grant agreement.

Tech Prep plans are reviewed by the Illinois Community College Board Academic Affairs and Career and Technical Education Team, and each local plan is reviewed by at least two different staff members. The grant readers use a "Local Plan Review Worksheet" to record their opinions and ensure that all required areas of the local plan are adequately addressed. After the reading, the staff members assemble to discuss the merits of the plan and reach consensus on the adequacy of the plan elements. A "Tech Prep Consortium Local Plan–Final Consensus Review and Recommendation Sheet" is completed to record the deliberations and the final staff recommendations.

In an effort to equitably support the consortia, Illinois developed an allocation methodology under Perkins II that effectively supported the original functions of Tech Prep at that time. Since then, funding for Tech Prep consortia has been based on 1) the number of high school buildings and 2) the number of secondary school teachers in a specific consortium. While this methodology worked well for the early development of Tech Prep in Illinois, it is not reflective of the contributions of the postsecondary Tech Prep partners. See Appendix G for the Fiscal Year 2009 Tech Prep Consortia allocations.

2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

A.2 – Response
Illinois Tech Prep Consortia are supported by Title II funding. Annual grants are noncompetitive and are allocated based on the Tech Prep funding formula.

3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

   A.3 – Response
   Illinois Tech Prep Consortia are organized around the 39 community college districts that fully cover all parts of the state. This, combined with the fact that annual grants are noncompetitive and are allocated based on the Tech Prep funding formula, ensures that there is an equitable distribution of assistance between urban and rural consortium participants.

4. You must describe how your agency will ensure that each funded tech prep program—

   (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

   A.4(a) – Response
   The annual Tech Prep grant guidelines require that all Tech Prep Consortium activities be carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.

   (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

   A.4(b) – Response
   The annual Tech Prep grant guidelines require that all Tech Prep Consortia shall develop Programs of Study that:

   1. **Combine a minimum of two years of secondary education with a minimum of two years of postsecondary education (or two-year apprenticeship program) in a nonduplicative, sequential course of study;**

   2. **Integrate academic and career and technical education instruction and use work-based learning (where appropriate and/or available);**

   3. **Provide technical preparation in a career field, including high-skill, high-wage, or high-demand occupations;**

   4. **Build student competence in technical skills and in core academic subjects (as appropriate) through applied, contextual, and integrated instruction in a coherent sequence of courses;**

   5. **Lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field;**

6. **Lead to placement in high-skill or high-wage employment, or to further education; and**

7. **Use career and technical education Programs of Study, to the extent practicable.**

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

1. **Meet state academic standards;**

2. **Link secondary schools and community colleges, and. if possible and practicable, four-year colleges and universities, through:**
   A. **Nonduplicative sequences of courses in career fields;**

   B. **The use of articulation agreements; and**

   C. **The investigation of opportunities for secondary Tech Prep students to participate in dual credit/dual enrollment coursework;**

3. **Use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry; and**

4. **Use educational technology and distance learning, as appropriate, to involve all participants in the consortium more fully in the development and operation of programs. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.**

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

A.4(c) – Response

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

1. **Meet state academic standards;**

2. **Link secondary schools and community colleges, and if possible and practicable, four-year colleges and universities, through:**
   A. **Nonduplicative sequences of courses in career fields;**

   B. **The use of articulation agreements; and**

   C. **The investigation of opportunities for secondary Tech Prep students to participate in dual credit/dual enrollment coursework;**

3. **Use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry; and**

4. **Use educational technology and distance learning, as appropriate, to involve all participants in the consortium more fully in the development and operation of programs. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.**

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

A.4(d) – Response

The annual Tech Prep grant guidelines require the following: 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. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

A.4(e) – Response

The annual Tech Prep grant guidelines require the following: 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. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.

(f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

A.4(f) – Response
The annual Tech Prep grant guidelines require the following: 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 IV, Special Populations refers to "individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields (nontraditional fields refers to occupations for which individuals from one gender make up less than 25 percent

of the individuals employed in each such occupation); single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiencies." This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.

(g) Provides for preparatory services that assist participants in tech prep programs [Sec. 203(c)(7)]; and

A.4(g) – Response
The annual Tech Prep grant guidelines require the following: 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 is required to be a Tech Prep student.

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. These requirements are reviewed as part of the annual monitoring of Tech Prep Consortia.

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

A.4(h) – Response
The FY 2009 Tech Prep Consortia grant guidelines will require that Illinois Tech Prep Consortia must closely coordinate activities with the activities funded by the member Education for Employment Regional Delivery System and community college(s) basic state grants.

5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

A.5 – Response
The annual Tech Prep grant guidelines require the following: Significant revisions have been made to the accountability systems of Perkins IV. While specific performance targets for the state of Illinois have not yet been negotiated with USDE, it is vital that consortia make programmatic decisions based on reliable outcome data. To that end, the Illinois Community College Board is prepared to adapt the Perkins Online Data System to reflect the revised Perkins IV Tech Prep Accountability Indicator structure.

Perkins IV Tech Prep Accountability Requirements

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

1. **The number of secondary and postsecondary Tech Prep students served;**

2. **The number and percent of such secondary Tech Prep students who:**
   a. **Enroll in postsecondary education;**

   b. **Enroll in the same field or major as when such students were at the secondary level;**

   c. **Complete a state or industry recognized certification or licensure;**

   d. **Successfully complete postsecondary credits as a secondary student; and**

   e. **Enroll in a remedial math, writing, or reading course at the postsecondary level.**

3. **The number and percent of postsecondary Tech Prep students who:**
   a. **Are placed in a related field of employment not later than 12 months after graduation from the Tech Prep Program;**

   b. **Complete a state- or industry-required certification or licensure;**

   c. **Complete a two-year degree or certificate program within the normal time for completion of such programs; and**

   d. **Complete a baccalaureate degree program within the normal time for completion of such programs.**

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

These requirements are reviewed as part of the annual monitoring of Tech Prep Consortia.

The FY 2009 Tech Prep guidelines will require the following:
Illinois Tech Prep Consortia must report on performance using the Illinois Programs of Study Partnerships Performance Measures and the Perkins IV Basic State Grant Performance Measures (see Section 3.4 for more specific information on the Partnership Performance Measures). Each Partnership that receives funding must enter into an agreement with the Illinois Community College Board to meet minimum levels of performance for each of the required Illinois Programs of Study

Partnerships Performance Measures and the Perkins IV Basic State Grant Performance Measures.

B. Other Department Requirements

1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

   B.1 – Response
   See Appendix H for the FY 2009 Illinois Tech Prep Consortium Grant Guidelines.

   See Appendix I for the FY 2009 Tech Prep Local Plan Review Worksheet.

   See Appendix J for the FY 2009 Tech Prep Consortium Local Plan–Final Consensus Review and Recommendation Sheet.

C. Procedural Suggestions and Planning Reminders

Illinois understands that nonsupplanting requirements apply to Title II tech prep programs. See section 311(a).

Illinois understands that state expenditures for Title II tech prep programs are a part of the maintenance of effort calculations originally required by the Act. See section 311(b).

Illinois understands that state administrative costs are still limited to those costs that are "reasonable and necessary." See OVAE's program memo at http://www.ed.gov/programs/techprep/tpmemo5192000.html.

Illinois understands that Title II funds may not be used for state leadership activities. See OVAE's program memo at http://www.ed.gov/programs/techprep/tpmemo5192000.html.

Illinois understands that it will be required to prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. See section 205.

VI. FINANCIAL REQUIREMENTS

All States must complete this entire section.

A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

A.1 – Response

Through the allotment made under section 111 of the Act, a minimum of 85 percent will be distributed to local eligible agencies at the secondary and postsecondary levels, not more than 10 percent will be used for state leadership activities, including 1 percent to serve individuals in state institutions and no more than $150,000 for services preparing Nontraditional Training and Employment, and no more than 5 percent of the funds will be used for state administration of the plan. The funds under section 202(a) will not be consolidated.

The following factors were considered in determining the rationale to distribute 60 percent of the 85 percent to secondary eligible agencies, consisting of 54 eligible Regional Delivery Systems, and 40 percent of the 85 percent to eligible postsecondary agencies, consisting of 39 community college districts [Sec. 122(c)(6)(A), Sec. 202(c)]:

FY 2006 Enrollments		
	Total Enrollment	Special Populations Served
Secondary	337,107 (57.3% of total)	149,319 (44.3% of secondary)
Postsecondary	250,780 (42.7% of total)	54,206 (22.0% of postsecondary)
Totals	587,887	203,525 (35.0% total enrollment)

In addition to the above data, the need for program improvement and general educational reform is greater at the secondary level than at postsecondary institutions. This includes staff development, curriculum development, and upgrading instructional equipment. The proportion of special populations students also necessitated greater expenditure to achieve overall improvement of student performance, as measured by the core indicators. As stated above, the data and supporting rationale resulted in a funding split of 60 percent secondary and 40 percent postsecondary.

The Leadership set-aside of 10 percent of the state's allocation will include 1 percent for State Institutions and $150,000 for Nontraditional Training and Employment. These funds are designed to provide leadership activities and support for secondary and postsecondary education. Institutions of higher education are often involved with providing such leadership activities.

The remaining 5 percent of the funds will be used at the state level to administer the plan.

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

A.2 – Response
The secondary portion of the state allocation is distributed by formula. 60 percent of the 85 percent is distributed to secondary Regional Delivery Systems. In Illinois, 54 secondary Regional Delivery Systems constitute eligible recipients. The secondary Regional Delivery Systems are consortia of all secondary schools in Illinois, including Area Career Centers. The Regional Delivery Systems receive grant guidelines and allocations. In determining their scope of work and budget, they must work with their Board of Controls (made up of superintendents of each of the school districts that are members of the consortia) to determine how the funds will be spent according to the local grant guidelines (See Appendix C for the local grant guidelines). The Regional Delivery Systems must submit grant proposals to the Illinois State Board of Education for approval. If the Regional Delivery Systems flow funds to subrecipients, the subrecipient is required to complete a budget developed in accordance with the Illinois Program Accounting Manual (23 Ill. Adm. Code 110) detailing specific expenditure amounts. All such subregional budgets are to be submitted with the local grant proposals for approval by the Illinois State Board of Education.

The allocations to the secondary Regional Delivery Systems (consortia of schools) are determined by the following formula:

- **30 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local education agency for the preceding fiscal year compared with the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year, as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.**

- **70 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local education agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared with the total number of such**

individuals who reside in the school districts served by all the local educational agencies in the state for such preceding fiscal year.

See Appendix K for allocations to secondary Regional Delivery Systems.

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

A.3 – Response
The postsecondary portion of the state allocation is distributed by formula– 40 percent of the 85 percent is distributed to postsecondary agencies consisting of 39 community college districts. The community colleges receive grant guidelines and allocations. In determining their scope of work and budget, they must get approval from their governing boards on their proposal and how the funds will be spent according to the local grant guidelines. (See Appendix D for the local grant guidelines.) The community colleges must submit their grant proposals to the Illinois Community College Board for approval. No community college shall receive an allocation in an amount less than $50,000.

The allocations to the community college districts are determined by the following formula:

- **Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.**

See Appendix L for allocations to postsecondary community colleges.

4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

A.4 – Response
The secondary portion of the state allocation is distributed by formula–60 percent of the 85 percent is distributed to secondary Regional Delivery Systems. In Illinois, 54 secondary Regional Delivery Systems constitute eligible recipients. The secondary Regional Delivery Systems are consortia of all secondary schools in Illinois, including Area Career Centers. The Regional Delivery Systems receive

grant guidelines and allocations. In determining their scope of work and budget, they must work with their Board of Controls (made up of superintendents of each of the school districts that are members of the consortia) to determine how the funds will be spent according to the local grant guidelines. (See Appendix C for the local grant guidelines.) The Regional Delivery Systems must submit their grant proposals to the Illinois State Board of Education for approval. If the Regional Delivery Systems flow funds to subrecipients, the subrecipient is required to complete a budget developed in accordance with the Illinois Program Accounting Manual (23 Ill. Adm. Code 110) detailing specific expenditure amounts. All such subregional budgets are to be submitted with the local grant proposals for approval by the Illinois State Board of Education.

The allocations to the secondary Regional Delivery Systems (consortia of schools) are determined by the following formula:

- **30 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year, compared with the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year, as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.**

- **70 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared with the total number of such individuals who reside in the school districts served by all the local educational agencies in the state for such preceding fiscal year.**

See Appendix K for allocations to secondary Regional Delivery Systems.

5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]

A.5 – Response

Illinois will not allocate funds among any consortia that are formed among postsecondary institutions as described in [Section 122(c)(6)(B): sec. 202(c)].

6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

   A.6 – Response
   Using the annual School District Reorganizations document prepared by Fiscal/School Support Services through the Illinois State Board of Education, School Business Services Division, changes are made to ensure that the master control file consisting of the district membership in the Regional Delivery Systems (consortia of schools) is accurate. The master file is used to ensure that the allocations reflect any change in school district boundaries that occurred since the population and/or enrollment data were collected and includes local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs [Sec. 131(a)3)].

7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

   A.7 – Response
   Illinois does not elect to use any alternative allocation formula(s) that would require approval by the Secretary as described in sections 131(b) or 132(b).

B. Other Department Requirements

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

   B.1 – Response
   A detailed project budget is included in Part B.

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

   B.2 – Response
   A list of allocations made to consortia (secondary) from funds available under

sections 112(a) of the Act is included in Appendix K. There are no postsecondary consortia. No allocations will be made for 112(c) of the Act.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

B.3 – Response
The secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act are:

The only portions of the state allocation distributed by formula are the secondary and postsecondary set-asides, or 85 percent of the total state allocation. Of this amount, 60 percent is distributed to secondary Regional Delivery Systems (consortia of schools) by the following formula:

- **30 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year, compared with the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year, as determined on the basis of the most recent satisfactory data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.**

- **70 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared with the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year.**

The remaining amount (40 percent) is distributed to postsecondary institutions based on the following formula:

- **Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.**

See Appendices K and L for secondary and postsecondary allocations.

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

   B.4 – Response
   No funds will be used on a competitive basis or formula to award reserve funds under section 112(c) of the Act.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

   B.5 – Response
   No funds will be used for section 112(c) of the Act. The procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act are not necessary.

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

   B.6 – Response
   No funds will be used to target eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

C. Procedural Suggestions and Planning Reminders

Funds received under the Act will not be used to provide career and technical education programs to students prior to grade 7, except that equipment and facilities purchased with funds under this Act may be used by such students. See section 315.

Illinois will meet the maintenance of fiscal effort requirements on either a per student or aggregate expenditure basis. See section 311(b)(1)(A).

No funds made available under the Act will be used to require any secondary school student to choose or pursue a specific career path or major. See section 314(1).

No funds made available under the Act will be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See section 314(2).

All funds made available under the Act will be used in accordance with the Act. See section 6.

Funds made available under the Act for career and technical education activities will supplement, and will not supplant, nonfederal funds expended to carry out career and technical education activities and Tech Prep activities. See section 311(a).

No funds provided under the Act will be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. See section 322.

The portion of any student financial assistance received under the Act that is made available for attendance costs will not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with federal funds. See section 324(a).

Funds made available under the Act will be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of IDEA and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See section 324(c).

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

ILLINOIS STATE BOARD OF EDUCATION
Carl D. Perkins Career and Technical Education Act of 2006

A. EDGAR Certifications

1. The State of Illinois is providing a written and signed certification that—

   (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term 'eligible agency' means a* ***State board*** *designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

   (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

   (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

   (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

   (e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] [*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.]*

   (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

   (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

   (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

B. Other Assurances

1. The State of Illinois has submitted a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]

2. The State of Illinois has provided a complete and signed ED Form 80-0013 for certifications regarding lobbying – copy attached; [See 34 CFR Part 82.

3. The State of Illinois has provided a complete and signed Assurance for Non-Construction Programs Form – copy attached.

4. The State of Illinois will provide this signed assurance that we will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

5. The State of Illinois will provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

6. The State of Illinois will provide this signed assurance that we will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area <u>or</u> is a public charter school operating secondary school career and technical education programs <u>and</u> demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

7. The State of Illinois will provide this signed assurance that we will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

8. The State of Illinois will provide this signed assurance that we and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

9. The State of Illinois will provide this signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. The State of Illinois will provide this signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served

by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

C. Procedural Suggestions and Planning Reminders

1. The State of Illinois will incorporate the EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, "Government-wide Requirements for Drug-Free Workplace (Financial Assistance)." Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.

2. The State of Illinois will incorporate EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. Illinois is also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.

3. The State of Illinois will incorporate under EDGAR regulations at 34CFR 85.320, that Illinois is responsible for determining whether any of the principals of the covered transactions (i.e. subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. Illinois may decide the method and frequency by which the state does so. Illinois may, but are not required to, check the Excluded Parties List System at the following site: http://www.epls.gov/.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Christopher A Koch	State Superintendent of Education
APPLICANT ORGANIZATION	DATE SUBMITTED
Illinois State Board of Education	March 31, 2008

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Illinois State Board of Education	Carl D. Perkins Career and Technical Education Act of 2006 FY 2007-2013 6-Year Full Plan
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Christopher A. Koch, Ed.D., State Superintendent of Education	
SIGNATURE	DATE
	March 31, 2008

ED 80-0013 06/04

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ∋∋4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ∋∋1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ∋794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ∋∋ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ∋∋ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ∋∋ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ∋ 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ∋∋1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ∋∋276a to 276a-7), the Copeland Act (40 U.S.C. ∋276c and 18 U.S.C. ∋∋874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ∋∋ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. ∋∋1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ∋∋7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ∋∋1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. ∋470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ∋∋469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ∋∋2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ∋∋4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≅

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE State Superintendent of Education
APPLICANT ORGANIZATION Illinois State Board of Education	DATE SUBMITTED March 31, 2008

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

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ACertification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,≅ without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Illinois State Board of Education	Carl D. Perkins Career and Technical Education Act of 2006 FY 2007-2013 6-Year Full Plan
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Christopher A. Koch, Ed.D., State Superintendent of Education	
SIGNATURE	DATE
	March 31, 2008

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

Line I.A	The amount of Title I funds available under section 112(a).
Line I.B	The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
Line I.C	The total amount of combined Title I and Title II funds.
Line I.D	The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
Line I.D.1	The amount, if any, to be reserved under section 112(c).
Line I.D.1.a	The percent and amount reserved for secondary recipients.
Line I.D.1.b	The percent and amount reserved for postsecondary recipients.
Line I.D.2	The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
Line I.D.2.a	The percent and amount slated for secondary recipients.
Line I.D.2.b	The percent and amount slated for postsecondary recipients.
Line I.E.	The percent and amount to be made available for State leadership under section 112(a)(2).
Line I.E.1	The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
Line I.E.2	The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
Line I.F	The percent and amount to be expended for State administration under section 112(a)(3).
Line I.G	The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

II. Title II: Tech Prep Programs

Line II.A	The amount of funds available under section 201(a).
Line II.B	The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
Line II.C	The total amount of funds to be used for Title II tech prep programs.
Line II.D	The amount of funds to be made available for tech prep consortia under section 203.
Line II.D.1	The percent of funds to be made available for tech prep consortia under section 203.
Line II.D.2	The number of tech prep consortia to be funded.
Line II.E	The amount to be expended for State administration under Title II.
Line II.E.1	The percent of funds to be expended for State administration under Title II.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	$44,936,238
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*)	$44,936,238
D. Local Formula Distribution (*not less than 85%*) (*Line C x 85%*)	$38,195,802
1. Reserve (*not more than 10% of Line D*)	$ 0
a. Secondary Programs (___% of *Line D*)	$ 0
b. Postsecondary Programs (___% of *Line D*)	$ 0
2. Available for formula allocations (*Line D minus Line D.1)*	$38,195,802
a. Secondary Programs (60% of *Line D.2*)	$22,917,481
b. Postsecondary Programs (40% of *Line D.2*)	$15,278,321
E. State Leadership (not more than 10%) (*Line C x 10%)*	$ 4,493,624
a. Nontraditional Training and Employment ($150,000)	
b. Corrections or Institutions ($449,362)	
F. State Administration (not more than 5%) (*Line C x 5 %*)	$2,246,812
G. State Match *(from non-federal funds)*[1]	$2,246,812

[1] The eligible agency must provide nonfederal funds for state administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	$4,049,329
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 0
C. Amount of Title II Funds to Be Made Available For Tech Prep (*Line A less Line B*)	$4,049,329
D. Tech Prep Funds Earmarked for Consortia	$3,924,329

1. Percent for Consortia
   (*Line D divided by Line C*) [97 %]

2. Number of Consortia 40

3. Method of Distribution (*check one*):

   a. X Formula
   b. ____ Competitive

E. Tech Prep Administration	$125,000

1. Percent for Administration
   (*Line E divided by Line C*) [3 %]

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

I. Definitions of Student Populations

On page 43, you must provide the career and technical education (CTE) student definitions that you will use for the secondary and postsecondary/adult core indicators of performance, e.g., "CTE participants" and "CTE concentrators." These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how it's proposed definitions and measures would be valid and reliable.

III. Baseline Data

In Column 4 of the FAUPL forms, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		One-Year Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	**X**	X
1S2	Academic Attainment – Mathematics	**X**	X
2S1	Technical Skill Attainment	**Not required**	X
3S1	Secondary School Completion	**Not required**	X
4S1	Student Graduation Rates	**X**	X
5S1	Secondary Placement	**Not required**	X
6S1	Nontraditional Participation	**Not required**	X
6S2	Nontraditional Completion	**Not required**	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	**Not required**	X
2P1	Credential, Certificate, or Diploma	**Not required**	X
3P1	Student Retention or Transfer	**Not required**	X
4P1	Student Placement	**Not required**	X
5P1	Nontraditional Participation	**Not required**	X
5P2	Nontraditional Completion	**Not required**	X

IV. Performance Levels

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels <u>only</u> for the core indicators of performance listed in the chart above.

V. State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

I. Student Definitions

A. Secondary Level

CTE Participant: A secondary student who has earned one or more credits in any CTE program area.

CTE Concentrator: A secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services), or two credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

B. Postsecondary/Adult Level

CTE Participant: A postsecondary/adult student who has earned one or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: 1) completes <u>at least 12</u> academic or CTE credits within a single program area sequence that is composed of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or 2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

ILLINOIS

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school **reading/language arts** assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **reading/language arts whose scores were included in the state's computation of AYP** and who, in the reporting year, left secondary education.	**State and Local Administrative Records**	**B: 40.31%** **Negotiate** **3 years average** **2004, 2005, and 2007**	**L: 40.45%** **A: Negotiate**	**L: 40.60%** **A: Negotiate**
1S2 Academic Attainment – Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school **mathematics** assessment administered by the state under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of AYP and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **mathematics whose scores were included in the state's computation of AYP** and who, in the reporting year, have left secondary education.	**State and Local Administrative Records**	**B: 36.70%** **Negotiate** **3-year average** **2005, 2006, & 2007**	**L: 36.80%** **A: Negotiate**	**L: 36.85%** **A: Negotiate**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. **Denominator:** Number of CTE concentrators who took the assessments during the reporting year.	**State and Local Administrative Records**	**B: 95.31** **3-year average** **2005, 2006, & 2007**	**L: 95.00** **A:**	**L:95.00** **A:**
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	**Numerator:** Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year. **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	**State and Local Administrative Records**	**B: 95.31** **3-year average** **2005, 2006, & 2007**	**L: 95.00** **A:**	**L:95.00** **A:**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	**State and Local Administrative Records**	**B: 69.00%** **AGREED**	**L: 69.00%** **A:** **AGREED**	***L:* 70.00%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007). **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	**State and Local Administrative Records**	**B: 74.58** **3-year average** **2005, 2006, & 2007**	**L: 74.58** **A:**	**L:74.77** **A:**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 16.53** **5-year average** **2003-2007**	**L: 16.58** **A:**	**L: 16.63** **A:**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B: 13.17** **5-year average** **2003-2007**	**L: 13.23** **A:**	**L: 13.28** **A:**

ILLINOIS

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within 4 years of enrollment. **Denominator:** Number of CTE concentrators.	**State and Local Administrative Record**	**B: 69.66** **3 Year Average**	**L: 69.91** **A:**	**L: 70.16** **A:**
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who completed a degree or occupational certificate within 4 years or enrollment. **Denominator:** Number of CTE concentrators.	**State and Local Administrative Record**	**B: 52.67** **3 Year Average**	**L:52.77** **A:**	**L: 52.87** **A:**
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	**State and Local Administrative Record**	**B: 35.91** **3 Year Average**	**L: 36.11** **A:**	**L: 36.31** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4P1 Student Placement 113(b)(2)(B)(iv)	**Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007). **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	**Administrative Record Exchanges / Matching of Administrative Records**	**B: 67.06** **3 Year Average** **2005-2007**	**L: 67.06** **A:** **Economic Downturn**	**L: 67.26** **A:** **Economic Downturn**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Record**	**B: 21.80** **5 Year Average** **2003-2007**	**L: 21.85** **A:**	**L: 21.90** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Record**	**B: 15.63** **5 Year Average** **2003-2007**	**L: 15.68** **A:**	**L: 15.73** **A:**

APPENDIX A

Criteria for Approving CTE programs in Illinois

Program Approval
Approval of career and technical education programs for funding is based on ISBE policy and rules and regulations. Programs are approved as a part of the Regional Plans. Regardless of which instructional program is being developed to obtain program approval for funding, careful consideration must be given to the following program approval elements:

1) approved programs contain a sequence of courses at the orientation and preparation levels. Beginning in FY1991, the Illinois Plan or its concepts had to be included for program approval and funding in the industrial technology area.
2) besides technical skills based on Occupational Skill Standards, approved program content reflects the integration of related Learning Standards and workplace skills.
3) each member district offering courses approved in the regional plan provides assurance that the course content matches that which is approved in the regional plan. (Districts must provide the following resources to support course delivery: qualified staff, appropriate facilities, adequate equipment, instructional materials, work-site learning experiences, student support services, and contracts (if required) for extended campus partnerships.)
4) postsecondary articulation agreements must be established when all tasks for any occupation cannot be taught through secondary course offerings.
5) programs which require approval from other appropriate state agencies to meet occupational certification or licensing must acquire that approval.

All new and revised instruction program information must be submitted at least 60 days prior to the start of the semester for which approval is sought. This will allow sufficient time to complete the review and approval process prior to the start of instruction.

The following provisions apply to all career and technical education program sequences:

1. State Board occupational staff has been consulted prior to development and submission of new programs or courses.

2. System approved programs must be developed based upon labor market information, occupational skill standards, locally verified task lists, and/or national standards where available.

3. Postsecondary articulation is established where tasks cannot be taught through secondary course offerings.

4. Compliance with laws for those occupations in which employment or preparation is regulated by law or licensure (Certified Nurse Assistant, Cosmetologist, etc.).

5. System approved programs must contain courses at the orientation (minimum of 1 credit) and preparation level (minimum of 2 credits).

6. Any site offering preparation-level courses in an occupational program must provide an appropriate orientation course for the program.

7. In addition to technical skills, approved program content will reflect the integration of academic and workplace skills.

8. A minimum of two Carnegie Units of Credit must be available at the preparation level (11th and 12th grade). Only one credit of cooperative vocational education may be used to meet this minimum requirement.

9. Programs consisting of two or more occupations are referred to as cluster programs. These clusters may be provided to students in one of two ways.

   a. All students receive the same content in the 11th and 12th grade.

   b. A common core of content is provided to all students at the 11th grade with specialization in specific occupations occurring at the 12th grade level. The 12th grade specialization may occur at the same delivery site, or it may occur at separate delivery sites within the region.

10. When an individual occupation is taught at the 11th and 12th grade level, it is considered to be a stand-alone program and will be approved as such.

11. A site may be approved for a program based on the identification of sites to which students travel to obtain all or part of the preparation-level instruction.

12. Each site approved through the Regional Plan assures that their course content matches that which is approved in the Plan.

13. Each member district offering courses as approved in the Regional Plan assures that the following resources are available to support the course offerings:

    a. Appropriately qualified and certified staff (further information provided in Appendix);
    b. Appropriate facilities;
    c. Adequate equipment and instructional materials; and
    d. Student services as adopted by the Regional Board of Control.

14. Cooperative vocational education offerings will be approved, provided the following provisions are met:

    a. A minimum of 200 minutes of classroom- related instruction per week is provided.

    b. On-the-job supervision by a qualified instructor is equivalent to ½ hour or more per week per student; and

    c. Written training plans and agreements have been developed for each student.

APPENDIX B

Review and Approval of Career and Technical Education Curriculum

All new career and technical education curricula must be approved by the Illinois Community College Board. Associate in Applied Science (A.A.S.) degree programs may require approval by the Illinois Board of Higher Education as well. The review process used for new unit requests varies according to the type of curriculum proposed and the category of approval requested. Following are (A) descriptions of the review process utilized for each type of occupational curriculum, and (B) the categories of approval that may be requested.

A. Application Review Process

1. Associate in Applied Science Degree: An application for a new A.A.S. degree is reviewed by a team of ICCB and IBHE staff. The college may be asked to provide the review team with additional information. The review team develops a consensus recommendation that is presented to the ICCB for action and to the IBHE if permanent approval is requested.

2. Certificates of Seven or More Semester Credit Hours: An application for a certificate of seven or more semester credit hours is reviewed by staff from ICCB. The college may be requested to provide additional information. Staff will develop a recommendation to be presented to the ICCB for action. If the proposed certificate is less than 30 semester credit hours, the President/CEO of ICCB may approve the certificate on behalf of the Board.

3. Certificates of Fewer Than Seven Semester Credit Hours: Implementation of a certificate of fewer than seven semester credit hours may be done through the Reasonable and Moderate Extension process (Form 21S), provided the college has one or more approved curricula in the same two-digit CIP classification (i.e., 51.xxxx).

B. Career and Technical Education Curriculum Approval Categories

There are two categories of career and technical education curriculum approval. The categories of approval utilize different application forms and criteria. Therefore, it is important for the college to determine the type of approval to be requested and use the appropriate form and application instructions. Career & technical education curriculum approval may be requested as follows:

1. Permanent Approval may be requested for any certificate or Associate in Applied Science degree program by submitting a Form 20, Parts A and B. Form 20, Parts A and B and instructions for completing and submitting each part of the application can be found on pages 18-25 of this manual.
2. Temporary Approval may be requested for any certificate and for Associate in Applied Science degree programs that (1) address emerging occupations, or (2) meet immediate and temporary needs in the community by submitting a Form 20T. At the end of the temporary approval period, the program must receive permanent approval

in order for the college to continue to offer the program.

The Guidelines for Application for Temporary Approval, Form 20T, and instructions for completing and submitting the application can be found on pages 26-28 of this manual.

Application Time Table

To provide maximum flexibility to colleges in program development and implementation, applications for career and technical education curriculum approval may be submitted for consideration at any time and may be recommended for action at any ICCB meeting during the year. Associate of Applied Science degree programs for which permanent approval is requested require ICCB and IBHE approval. All certificate programs and Associate in Applied Science degree programs for which temporary approval is requested require ICCB approval only. All applications for new career & technical education curricula are reviewed by an internal team of ICCB program staff, and applications for A.A.S. degrees are shared with IBHE staff as well.

For applications that are complete and require little or no revisions or clarifications, the time required for ICCB staff to review the proposal, seek comment from staff at IBHE, and make a recommendation for Board action should range from six weeks for requests for temporary approval to eight weeks for requests for permanent approval. Recommendations are not final until the ICCB or its designee (and IBHE, if applicable) have acted upon them.

While staff will make every effort to process applications according to these time estimates, colleges need to keep in mind that if additional information and/or discussion is needed during the review, the proposed program may not be recommended to the Board for action within this time frame. It is advisable to submit applications as far in advance of the proposed implementation date as feasible.

For Associate in Applied Science degree programs that require approval by both ICCB and IBHE, recommendations will be taken to whichever Board meets first after approval is recommended by staff.

Appeal Process

If ICCB staff do not recommend approval of a new career and technical education curriculum, the college may appeal the decision by notifying the ICCB President/CEO or the Vice President of Academic Affairs and Workforce Development in writing. For permanent approval, Associate of Applied Science Degree programs also require IBHE approval. If IBHE staff do not recommend approval, the college may appeal the decision by notifying the IBHE Executive Director in writing, with a copy to the ICCB.

APPENDIX C (1 of 2)

FY09 Supporting Guidelines
for
Career and Technical Education Improvement (CTEI) and Perkins IV Grants

Included in this packet are due dates with support documents to assist in completion of FY09 Grants. (This information is also available at http://www.isbe.net/career/default.htm for electronic completion of available forms.)

Due April 30, 2008

1. The Career and Technical Education Improvement Grant Application must be completed in the Illinois State Board of Education (ISBE) electronic Grant Management System (eGMS).

2. The Carl D. Perkins Career and Technical Education Grant Application must be completed in the ISBE eGMS.

3. Career and Technical Education Instructional Program changes must be submitted annually to ISBE. **Accuracy is critical**. The instructional offerings 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. Changes will be incorporated in the Regional Data File sent from ISBE. Discrepancies must be reconciled within **30 days** of the receipt of the approval. All changes must be submitted **before** the start of instruction. The Secondary Career and Technical Instructional Programs Changes Forms **(Attachment A)** to submit requested changes are:

   - **Part I – Changes to Existing Schools, Courses, Etc.**
   - **Part II – Identify Changes to Existing Course Data Elements**
   - **Request for New Regional Course Data**

4. A five-year regional rotation plan **(Attachment B)** for the review and improvement of all CTE instructional programs must be submitted annually.

Due June 30, 2008

1. The Agricultural Education Incentive Funding Grant Application must be completed online. Please refer to the grant packet for full instructions and timelines.

Due September 30, 2008

1. Return of system personnel verification form. Preprinted lists of system personnel will be provided in the summer by the Illinois State Board of Education (ISBE). The system personnel list should be reviewed, information verified, and returned with any changes to ISBE.

2. Update and verification of system participants. A preprinted list of member school districts will be provided in the summer by ISBE. The system should verify the accuracy of participating districts and the 15-digit ISBE identification number in your Illinois Student Information System database and correct any errors directly on this sheet and return to ISBE.

3. The EFE/Teacher Service Record Cross Reference Listing of Personnel FY 2008 report will be provided in the summer by ISBE. The system should review to see if the Career and Technical Education teachers are being properly coded for their assignment in the Teacher Service Records for FY 2009 and proper certification. Any miscoding should be clarified with the school district for correction in the next year's Teacher Service Record file submission. **Note – This listing is NOT to be returned to ISBE.**

4. The System's **current** Cooperative/Intergovernmental Agreement must be submitted.

5. The **current** Area Career/Technology Centers' Cooperative Agreement within the System must be submitted, including a listing of member districts.

6. The Secondary Career and Technical Education Strategies for Improving Performance Form **(Attachment C)** must be submitted. Reporting requirements for improving student performance on the core indicators may be adjusted for FY 2009 as a result of the State's negotiations for Perkins IV State Plan. 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 due date.

7. The FY 2008 Consolidated Annual Report **(Attachment D)**. This report will assist in documenting successful implementation of Perkins grant supported improvement strategies by the system.

8. CTE Planning and Reporting Form in the **FY 2008** Career and Technical Improvement and Perkins Grant must be submitted with the Outcomes column completed.

9. Agricultural Education Incentive Funding Grant Budgets are due to FCAE Field Advisor September 15, 2008, and from Field Advisor to ISBE no later than September 30, 2008. The budget summary and payment schedule will be generated at ISBE. **Note**: Education for Employment Regional Delivery Systems will be notified of allocations no later than August 15, 2008.

ATTACHMENTS

Attachment A

FY 2009

SECONDARY CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL PROGRAM CHANGES FORM

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

Identify using this form or similar format, any changes requested to Secondary Career & Technical Education for the 2008-09 school year.

PART I – CHANGES TO EXISTING SCHOOLS, COURSES, ETC.

CIP Code	Regional Course Title	School	Add Course Course #	Add Course Site or X*	No Enrollment	Drop Course	Add CIP ☑	Drop CIP ☑
Ex. 01.0100	*Ag Business & Management*	*Allentown High School*	*AG504*	*X*			✓	
		Pillsbury High School	*AG550*	*Allentown*				

If course is taught on-site, indicate as X. If students travel to another site for course, identify by school name.* ***Do not enter new courses on this form.* *If course is in multiple CIPs, i.e., all – indicate all. If in all industrial CIPs, indicate IND. Do not list the same course at a school more than once on this form. Indicate if course addition for school is from the no enrollments list. A class list must be submitted for reinstatement of no enrollment courses.*

Attachment A

FY 2009

System Name: _____ EFE #: _____

PART II – IDENTIFY CHANGES TO EXISTING COURSE DATA ELEMENTS

CIP Code(s)	Course #	Course Name	Approval Level	Semesters to Complete	Credits per Semester	Variable Credit Y or N	Instructional Approach 1 2 3	Double Period Y or N
Ex. 01.0100	*AT32*	*Agribusiness Operations/Maintenance*	*1*	*1*	*.500*	*N*	*1*	*N*

NEW COURSE INFORMATION SHOULD NOT BE INCLUDED ON THIS FORM.

PART III - NEW REGIONAL COURSES -

Include new regional course descriptions not previously requested and identify affected CIP codes and schools. Complete the Request for New Regional Courses form identifying all required data.

PART IV – NEW PROGRAMS - New programs must include a complete program package. As identified on the Career Development and Preparation website under the CTE Instructional Programs area at: http://www.isbe.net/career/default.htm.

Attachment A

FY 2009

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.

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

Semesters to Complete

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

Credits Per Semester

Identify the Credits Per Semester assigned to the course.

Variable Credit

Identify if the course is Variable Credit and the range.

Instructional Approach

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

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

Double Period

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

CIP(s)

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

Course Offering Schools

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

Course Description

Course content description.

Refer to ISIS Help Screen and User Manual for Additional Information

Attachment A
FY 2009

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

Attachment B
FY 2009

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

FIVE-YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND IMPROVEMENT

Identify below (or using similar format) the five-year rotation plan for the review and improvement of **all** of the System's career and technical education instructional programs from FY08-FY13.

Provide outcomes for the activities completed in listed prior years, at a minimum FY08. The importance of this document is focus on every CIP throughout a five year span continuous program planning and improvement.

(A sample is provided in Attachment B.)

Fiscal Year	CIP Code	Program Name	Activity Detail	Outcomes (once completed)

Attachment B
FY 2009

SAMPLE

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

FIVE-YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND IMPROVEMENT

Identify below (or using similar format) the five-year rotation plan for the review and improvement of <u>all</u> of the System's career and technical education instructional programs from FY08-FY13.

Provide outcomes for the activities completed in listed prior years, at a minimum FY08. The importance of this document is focus on every CIP throughout a five year span continuous program planning and improvement.

Fiscal Year	CIP Code	Program Name	Activity Detail	Outcomes (once completed)
2008	20.0400	Food Service, Hospitality and Management Services	2 planning meetings. 2 training sessions with all region teachers and presenters.	FCS instructors have completed Sanitation Instructors coursework to be able to prepare students for exam. Some are giving exam in the classroom. Training on CRI food service lessons and resources
	51.1613	Licensed Practical Nurse	Electronic communication with instructors. 2 face-to-face meetings/presentations of current regulations.	Review regulation information which verified current curriculum.
2009	46.1000	Construction Trades	Plan meeting with local Business/Industry to gain snapshot of current status. Follow-up meeting with area education partners.	
	20.0200	Child, Day Care and Education Services	Meeting with consultant for updates and curriculum mapping with ELA. Regional instructor training –CRI.	
2010	51.1614	Certified Nurse Assistant	Bring together advisory group. Investigate opportunities for improvement and expansion.	
		**Continue until all CIPs are represented in the five-year plan		

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 FY 2009 strategies that will be used to improve student performance.

B. PART I

VI.	CORE INDICATOR	ANNUAL ADJUSTED LEVEL OF PERFORMANCE		
		Exceeded	Met	Did not Meet
1S1	**ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS** Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school **reading/language arts** assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress and who, in the reporting year, left secondary education.			
1S2	**ACADEMIC ATTAINMENT – MATHEMATICS** Percentage of CTE concentrators who have met the proficient or advanced level on the statewide high school **mathematics** assessment administered by the state under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress and who, in the reporting year, left secondary education.			
2S1	**TECHNICAL SKILL ATTAINMENT** Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.			
3S1	**SECONDARY SCHOOL COMPLETION** Percentage of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.			

4S1	**STUDENT GRADUATION RATES** Percentage of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.			
5S1	**SECONDARY PLACEMENT** Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.			
6S1	**NONTRADITIONAL PARTICIPATION** Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.			
6S2	**NONTRADITIONAL COMPLETION** Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.			

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. (Illinois is continuing to collect academically disadvantaged data.)

_____ Students with Disabilities
_____ Limited English Proficient
_____ Economically Disadvantaged
_____ Academically Disadvantaged
_____ Single Parents
_____ Displaced Homemakers
_____ Nontraditional

STRATEGIES
Indicate below all major strategies to be used during FY 2009 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.

FY 2009 STRATEGIES	TIMELINE	RESPONSIBLE PARTY(IES)	PERKINS FUNDING

FY 2008 Consolidated Annual Report
Due September 30, 2008

State's Improvement Strategies

Education Community Involvement
Career Development
Student Support
Level of Performance
Professional Development
Integration
Program of Study

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?

APPENDIX C (2 of 2)

Illinois State Board of Education

eGMS - Grants Application

District Name: BOND FAYETTE EFFINGHAM EFE 410
Project Number: 09-4745-00-03-026-7410-45

County: Fayette
Application: Original Application

Perkins-CTE-Federal

Overview

Program:	Carl D. Perkins Career and Technical Education Grant
Purpose:	The purpose of this grant is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs, by-- 1) Strengthening academic and technical skills of students in these programs to meet the Illinois Learning Standards through preparation for high skill, high wage, or high demand occupations in current or emerging professions; 2) Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students; 3) Providing services and activities designed to develop, implement, and improve career and technical education, including programs of study; 4) Providing technical assistance to promote leadership, initial preparation, and comprehensive professional development at the local level that improves the quality of career and technical education teachers, faculty, administrators, and counselors; and 5) Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries.
Program Type:	Federal grant
Legislation:	Part C Section 131: Carl D. Perkins Career and Technical Education Improvement Act of 2006
Application Due Date:	April 30
Amendment Due Date:	Prior to obligation of funds and not later than 30 calendar days prior to the end of the program
Grant Period:	July 1 through June 30 each year
Begin Date:	July 1 OR the submission date of the original application, whichever is later
End Date:	June 30 unless an extension is approved on the Applicant Information page
Expenditure Reports:	Cumulative expenditure reports and a final completion report are required.
Fiscal Information:	Illinois Program Accounting Manual Fiscal Policies and Procedures

Grant Application - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Search Favorites Media

Address http://webapps.isbe.net/eGrant_webAppDesign/ApplicationShell.aspx?PADPageName=Applicant%20Information Go Links

Applicant Information Instructions

Contact Person

Last Name* First Name* Middle Initial

Address 1*

Address 2

City* State* Zip* +4

Phone* Extension Fax

Summer Phone Extension Email

Grant Period:

Begin Date: July 1, or the submission date of the original application, whichever is later

End Date: 06/30/2009 Project activities must be complete and expenses must be incurred by June 30. In the rare event that an extension is needed, contact your grant coordinator no later than 30 days prior to the end date.*

Applicant Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

*Required field

Save Page

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

Local Plan Contents
Required Uses of Funds
Permissive Uses of Funds
Administrative Costs
Sec. 134
Sec. 135

SEC. 134. LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

(a) LOCAL PLAN REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

(b) CONTENTS.—The eligible agency shall determine the requirements for local plans, except that each local plan shall—

(1) ***describe*** how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;

(2) ***describe*** how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;

(3) **describe** how the eligible recipient will—

(A) offer the appropriate courses of not less than 1 of the career and technical Programs of Study described in section 122(c)(1)(A);

(B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—

(i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(ii) career and technical education subjects;

(C) provide students with strong experience in, and understanding of, all aspects of an industry;

(D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and

(E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic

subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);

(4) ***describe*** how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);

(5) ***describe*** how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career 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, including career and technical Programs of Study;

(6) ***provide*** assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;

(7) ***describe*** the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

(8) ***describe*** how the eligible recipient will—

(A) review career 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;

(B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

(9) ***describe*** how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

(10) ***describe*** how funds will be used to promote preparation for non-traditional fields;

(11) ***describe*** how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and

(12) ***describe*** efforts to improve—

(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(B) the transition to teaching from business and Industry.

SEC. 135. LOCAL USES OF FUNDS

(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical Programs of Study described in section 122(c)(1)(A), to ensure learning in—

(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include—

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

(A) in-service and pre-service training on--

(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to

the extent practicable;
(ii) effective teaching skills based on research that includes promising practices;
(iii) effective practices to improve parental and community involvement; and
(iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
(C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—

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

(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—

(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and

(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

(3) for local education and business (including small business) partnerships, including for—'

(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
(B) adjunct faculty arrangements for qualified industry professionals; and
(C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical student organizations;

(6) for mentoring and support services;

(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

(10) to develop initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including—

(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
(B) postsecondary dual and concurrent enrollment programs;
(C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
(D) other initiatives—

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

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

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

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

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

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

(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

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

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

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

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

(i) accountability data collection under this Act; or

(ii) reporting data under this Act;

(C) implementing career and technical Programs of Study described in section 122(c)(1)(A); or

(D) implementing technical assessments; and (20) to support other career and technical education activities that are consistent with the purpose of this Act.

(d) 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.

Instructions for Local Plan

Coordination and Collaboration
Special Populations
Career Guidance and Academic Counseling
Recruitment, Retention and Transition of CTE and Academic Personnel

For further explanation of the local plan requirements, click on the link at the top of the page.

I. Coordination and Collaboration

Check all that apply. If selecting **Other**, you must click in the text area and describe the activity. You are limited to 500 characters.

II. Special Populations

Check those that apply in each of the six groups. If selecting **Other**, you must click in the text area and describe the activity. You are limited to 500 characters.

III. Career Guidance and Academic Counseling

Check those that apply in each of the six groups. If selecting other, you must click in the text area and describe the activity. You are limited to 500 characters.

IV. Recruitment, Retention and Transition of CTE and Academic Personnel

Check those that apply in each of the six groups. If selecting **Other**, you must click in the text area and describe the activity. You are limited to 500 characters.

Be sure to save this page or program before proceeding to the other pages in the application. Failure to save each page as it is completed will result in data loss.

Local Plan Requirements Instructions

Submission of local plans is a requirement for receiving funds from this grant. For additional information, use the hyperlink below to review the requirements. Section 134 and 135 of Carl D. Perkins Act of 2006

Coordination and Collaboration

Indicate how all required groups and individuals, including business and industry, are involved in the development, implementation and evaluation of CTE programs and how they are informed of requirements. Check all that apply.

- ☐ Advisory Committees
- ☐ Agency Coordination
- ☐ Council Memberships
- ☐ Focus Groups
- ☐ Leadership Councils
- ☐ Surveys
- ☐ Newsletters
- ☐ Website Development
- ☐ Other

Special Populations

Special populations include the following groups:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with limited English proficiency.

A. Indicate how the needs of special populations will be assessed, monitored and evaluated. Check all that apply.

- ☐ Needs Assessments
- ☐ Advisory Committees
- ☐ Focus Groups
- ☐ Transition Teams
- ☐ Personal Counseling
- ☐ Special Assistance
- ☐ Agency Coordination
- ☐ Develop Resources
- ☐ Other

B. Indicate strategies to be used to overcome barriers for special populations. Check all that apply.

- ☐ Flexible Scheduling
- ☐ Career Counseling
- ☐ Support Services
- ☐ Faculty In-service
- ☐ Alternative Test Formats
- ☐ Pre-employment Preparation
- ☐ Pre-testing
- ☐ Adaptive Technology
- ☐ Other

C. Indicate programs to assist members of special populations in improving and meeting performance standards. Check all that apply.

- ☐ Tutors
- ☐ Mentoring
- ☐ Applied Courses
- ☐ Counseling
- ☐ Work-based Learning with Training Plans
- ☐ At-Risk Classes
- ☐ Other
- ☐ Specialized Lesson Plans

D. Indicate how nondiscrimination against special populations will be ensured. Check all that apply.

- ☐ Faculty In-service
- ☐ Implementation of nondiscrimination policies
- ☐ Policy Dissemination
- ☐ Student In-service
- ☐ Other

Non-Traditional Fields
Indicate how funds will be used to promote preparation for non-traditional fields.Check all that apply.

- ☐ Marketing Materials
- ☐ Student In-service
- ☐ Other
- ☐ Faculty In-service

Career Guidance and Academic Counseling
Indicate how career guidance and academic counseling will be provided to CTE students. Check all that apply.

- ☐ Faculty In-service
- ☐ Website Development
- ☐ Student Portfolios
- ☐ Job Fairs
- ☐ Other
- ☐ Marketing

Recruitment, Retention and Transition of CTE and Academic Personnel
Indicate efforts undertaken to improve recruitment and retention of CTE personnel and the transition to teaching from business and industry. Check all that apply.

- ☐ Business and Industry Council
- ☐ Marketing
- ☐ Higher Education Coordination
- ☐ Continuing Education
- ☐ Other
- ☐ Advisory Groups

Save Page

Instructions for Components

Navigation
Required Uses of Funds
Permissive Uses of Funds
Activities
Expected Outcomes
Anticipated Budget
Performance Indicator
Add Additional Entries

For additional information on the required uses of funds, click on the link at the top of the page.

Navigation

- To complete the page, tab or click into the text area to fill in the requested information.
- After completing all required information scroll to the bottom of the page and click the **Add Additional Entries** button to add more activities.
- Click the **Save Page** button before proceeding to other pages in the application.

Required Uses of Funds

Check the Required Uses of Funds that are part of the component.

All Required Uses of Funds must be checked in the application. It is not necessary to have every Required Uses of Funds checked in each component.

Permissive Uses of Funds

The Perkins legislation also lists Permissive Uses of Funds that may be a part of your component. Click the link for more information about the Permissive Uses of Funds.

Activities

Tab to the Activity text area. Specify the Anticipated Funds allocated for the activity.

Expected Outcomes

Tab to the Expected Outcomes text area. Specify the outcome for the activity.

Anticipated Budget

Tab to the Anticipated Budget text area. Specify the Anticipated Funds allocated for this activity.

Performance Indicator

Click on the drop down box and select the Primary Performance Indicator you are addressing for this activity. All Performance Indicators must be addressed in the application. It is not necessary to have every Performance Indicator checked in each component.

Add Additional Entries

Click on the Add Additional Entries button. Click in the activities text area. Specify the activity. Up to four additional activities may be described for this component.

Then follow the same directions for Expected Outcomes, Anticipated Budget and Performance Indicator.

Be sure to save this page or program before proceeding to other pages in the application. Failure to save each page as it is completed will result in data loss.

Illinois State Board of Education

eGMS - Grants Application

District Name: BOND FAYETTE EFFINGHAM EFE 410
Project Number: 09-4745-00-03-026-7410-45
County: Fayette
Application: Original Application

Perkins-CTE-Federal

Education Community Involvement Component

Instructions

Required Uses of Funds

Check the required uses of funds that are a part of your Education Community Involvement Component. (Check all that apply.) Click the link above for more information about the required uses of funds.*

- ☐ (R-1) Integration of academics with CTE
- ☐ (R-2) Linking secondary and postsecondary programs
- ☐ (R-3) All aspects of an industry
- ☐ (R-4) Use of technology
- ☐ (R-5) Professional development programs
- ☐ (R-6) Evaluation of CTE programs
- ☐ (R-7) Initiate and improve CTE programs
- ☐ (R-8) Effective services and activities
- ☐ (R-9) Prepare special populations

Permissive Uses of Funds

The Perkins legislation also lists permissive uses of funds that may be a part of your Education Community Involvement Component. Click the link above for more information about the permissive uses of funds.

Activities to be Funded Complete the information below for all activities that are a part of your Perkins Education Community Involvement Component. Use the additional entries button at the bottom of the page for additional activities. Up to five activities may be described on this page.

Activity: List grant activities to be conducted (limited to 1,000 characters).

Expected Outcome: Describe the expected outcomes for the activity above (limited to 1,000 characters).

Anticipated Budget for this Activity:

Performance Indicator: Select the primary performance indicator you are addressing with this activity.

*Required Field

Add Additional Entries | Save Page

Instructions for BUDGET DETAIL Page

Function and Object Codes
Expenditure Description and Itemization
Unallowable Costs/Activities
Funds
Delete Row
Subgrant Budget Detail
Create Additional Entries
Calculate Totals
Indirect Costs
Budget and Allotment Totals

Be sure to SAVE this page before proceeding to other pages or programs in the application. Failure to save each page as it is completed will result in data loss.

At the bottom left of the screen is the **Total Allotment** for the grant you have chosen. This amount should be referenced when completing the budget and is a read-only cell.

A hyperlink, **"Description of Function Codes and Object Codes;"** provides descriptions of all function and object codes recognized within the Illinois Program Accounting Manual.

Function Codes and Object Codes are the first two columns on the left. Each column contains function and object codes allowable for a specific grant. To access the available codes, **click** on the drop down arrow and select the appropriate code for the expenditure.

Tab or Click into the **Expenditure Description and Itemization** textbox. Enter the appropriate level of detailed information for each function/object code selected. Providing adequate description will facilitate the approval process. Examples of appropriate level of detail are:

1000/100	Aides/Paraprofessionals, Tutors, Note-takers, Interpreters, Temporary/Substitute, Overtime (provide staff person's name, title, percent of time paid from the grant and salary rate.)
1000/200	Employee-share TRS only, life insurance, FICA, Medicare, IMRF, medical insurance
1000/300	Worker's/Unemployment Compensation, equipment repair & maintenance, in-district travel, other transportation services, rentals and equipment, and other purchased services
1000/400	Software, consumable supplies, curriculum and supplemental materials, student supplies (economically disadvantaged), and equipment < $500/unit housed in classroom for student instruction

1000/500	Equipment > $500/unit, housed in classroom for student instruction, special adapted equipment/devices
2120/100	Coordinator, secretary, temporary/substitute, overtime, (provide staff person's name, title, percent of time paid from the grant and salary rate)
2120/200	Employee share TRS only, life insurance, FICA, Medicare, IMRF, medical insurance
2120/300	Professional and technical services, consultants, repairs and maintenance services, rentals, travel communication, telephone, postage, advertising, printing, workers' unemployment compensation, photocopying, other transportation services, food related services, out-of-state travel (include function attending, number of travelers, projected cost, dates of travel and benefit to project.)
2120/400	Software, consumable supplies and materials, equipment < $500
2120/500	Office equipment >$500/unit
2210/100	Temporary/Substitute overtime, coordinator, secretary (provide staff person's name, title, percent of time paid from the grant and salary rates.) Substitute costs for teacher trainings Stipends for professional development activities Planning time for staff (curriculum development)
2210/200	Employee share of TRS only, life insurance, medical insurance, Medicare IMRF, FICA for Substitutes and Stipends
2210/300	Professional and technical services, consultants, repairs and maintenance services, rentals, travel communication, telephone, postage, advertising, printing, workers' unemployment compensation, photocopying, other transportation services, food related services, out-of-state travel (include function attending, number of travelers, projected cost, dates of travel and benefit to project.)
2210/400	Software, consumable supplies and materials, equipment < $500 Transition materials for training
2230/300	Professional and technical services, other purchased services
2230/400	Software, supplies and materials, equipment <$500
2230/500	Equipment >$500

2300/100	Director, secretary, temporary/substitute, overtime (provide staff person's, title, percent of time paid from the grant and salary rate)
2300/200	Employee share of TRS, Life insurance, FICA, IMRF, Medicare, medical insurance
2300/300	Audit fee, legal fee, data processing, professional and technical services, other purchased services
2300/400	Software, periodicals, consumable supplies and materials, office equipment <$500
2300/500	Equipment >$500
3000/300	Child care—single parents enrolled in an approved CTE Secondary program (Use community resources first)
3000/800	Tuition—support the cost of single parents enrolled in an approved CTE Secondary program
4100/300	Consultants, professional and technical services, audit, data, child care for single parents enrolled in an approved CTE Secondary program (Use community resources first), and other professional services
4100/700	Transits

Grant funds may not be used:

For other unallowable costs as defined by the Education Department General Administrative Regulations (EDGAR).

Note: Refer to 34 CFR, Part 80, Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments for additional information.

The following activities are <u>not</u> allowable in the Perkins Grant:

1. Support of any programs, activities, equipment, materials or personnel that do not meet the intent of the grant.
2. Monetary compensation/stipends to students.
3. Student organizations and student competitions costs and expenses such as membership, registration, travel costs, teacher stipends, etc.
4. Direct tuition payments for staff or students (Exception for Single Parent Students).
5. More than one participant per event traveling out-of-state from this grant.

Expenditures from the Perkins grant must follow the stipulations listed.

1. <u>Systems are strongly encouraged to maintain local support for system administration, coordination and technical assistance</u>. First, local contributions may be needed to continue all necessary system-level activities that support a strong, viable regional

system. Second, cash flow delays, especially at the start of the fiscal year, can adversely impact salary payments coming from this grant. **Systems need to develop plans for these contingencies.**

2. 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.

3. Instructional supplies and materials are expendable items used by students to learn and perform the standards and tasks for the occupations making up the CTE quality instructional program. Curriculum/supplemental materials, except for classroom sets of student textbooks, are allowable and are identified as those that supplement the curriculum.

4. Professional development stipends are allowable in this grant. 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 teacher attends a professional development activity, a substitute teacher shall be charged to function 2210. The salary [if charged to the grant] for the regular 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 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."

5. Out-of-state travel related to the purposes of this grant will be allowed for a maximum of one participant per event. Such travel must be in accordance with written System policy. Travel will be reimbursed at rates defined in this policy. Such travel records must be maintained at the local level for audit purposes. *While prior ISBE approval for out-of-state travel is not required, documentation including the following information must be kept locally for audit purposes:*

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

Note: If more than the maximum allowed number of participants for out-of-state travel is desired, prior approval is required at least 30 days in advance of the travel date.

6. **Federal funds may not be used to supplant state funds. Expenditures previously made with federal funds, which are allowable under this grant, may be included in the budget. However, once those activities are paid out of state or local funds they cannot again be paid for with federal money. That constitutes supplanting which is not allowed.**

Tab or Click into the text field for grant **Funds.** Enter the total amount requested for each function/object code. Expenditure amounts should be in whole dollar amounts only, no decimal points or commas.

At the end of each line is a **Delete Row** check box. If you have entered a line of detail and need to remove it, click on the check box in the far right column. Then click on the **Save Page** button.

When an administrative agent has subgranted funds, the **subgrant budget detail** for each accepted subgrant is entered by the eGMS system in a separate 4100/700 row that cannot be changed by the administrative agent. If a change is required, a subgrantee must submit an amendment to the administrative agent. Once the amendment is accepted, the changes will be reflected on the main grant budget detail page.

If you need additional lines of budget detail, click on the **Create Additional Entries** button located at the bottom of the page. Each time you click this button it will add 5 additional rows of budget detail cells.

Once you have completed the detailed budget information, click on the **Calculate Totals** button at the bottom of the page. (Clicking on Calculate Totals does not save the information) Please verify that all data you have entered is correct and that you have utilized the appropriate funds for each line of expenditure.

The next section on the right of the screen is a calculation of the **Maximum Indirect Cost.** Indirect cost is not applicable to this program. An amount cannot be entered in the **Indirect Cost** field.

The last section of the screen displays allotment information; **Total Allotment, Grand Total** of the budget and **Allotment Remaining**. These are calculated fields and can only be changed when detail information is changed and saved.

Be sure to SAVE this page before proceeding to other pages or programs in the application. Failure to save each page as it is completed will result in data loss.

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: If teacher's retirement is not budgeted, indicate how it will be paid. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

Function Code	Object Code	Expenditure Description and Itemization	PerkSec-4745 Funds	Delete Row
			0	
			0	
			0	
			0	
			0	

Create Additional Entries

Total Direct Costs		0
- Capital Outlay Costs	0	
Allowable Direct Costs		0
Indirect Cost Rate %	0.00	
Maximum Indirect Cost *	0	
Indirect Cost	0	
Grand Total		0

Total Allotment 82250

Budget Summary

This is a "Read-Only" page that displays a summary of all the detail entered on the Budget Detail page.

To change these numbers return to the Budget Detail tab, make changes, and save the page.

Two summaries will appear on this page. The top one reflects exactly what is entered on the main grant budget detail; any subgranted funds appear in 4100/700. This summary is the same as what the administrative agent had formerly submitted on paper for FRIS processing.

The bottom summary displays funds from both the administrative agent and member subgrants, summed by function and object as they were entered. No subgrant funds will be displayed in 4100/700 in this bottom summary.

Illinois State Board of Education

eGMS - Grants Application

District Name: BOND FAYETTE EFFINGHAM EFE 410

Project Number: 09-4745-00-03-026-7410-45

County: Fayette

Application: Original Application

Perkins-CTE-Federal

Printer-Friendly
Click to Return to Application Select

Overview | Applicant Information | Program Specifics | Budget Pages | Assurance Pages | Submit | Application History | Page Lock Control

Allotment | Budget Detail | Budget | Payment Schedule

Budget (Read Only)

Instructions

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY 500	TRANSFERS 700	TOTAL
1	1000	Instruction							
3	2120	Guidance Services							
7	2210	Improvement of Instruction Services							
9	2230	Assessment & Testing							
10	2300	General Administration							
25	3000	Community Services							
26	4100	Payments to Other Governmental Units							
27	Total Direct Costs								
28	Approved Indirect Costs X 0%								
29	Total Budget								

Consolidated Budget (Administrative Agent and all subgrantees) (Read Only)

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY 500	TRANSFERS 700	TO
1	1000	Instruction							
3	2120	Guidance Services							
7	2210	Improvement of Instruction Services							
9	2230	Assessment & Testing							
10	2300	General Administration							
25	3000	Community Services							
26	4100	Payments to Other Governmental Units							
27	Total Direct Costs								
28	Approved Indirect Costs X 0%								
29	Total Budget								

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

** *Capital Outlay cannot be included in the indirect cost calculation.*

Instructions for PAYMENT SCHEDULE Page

In accordance with Federal regulations, payments should be requested to meet **actual monthly cash needs** of the project. All payment requests should be based on the projected date of expenditure.

To enter payment requests**, click** into the first full month of anticipated expenditure and enter the dollar amount requested. Use the **Tab** key to enter amounts in the remaining cells through the last full month of the project. Payments should not be requested before the project begins or after the project ends. **Amounts should be entered in whole dollars only and should not contain decimal points or commas.**

Note: Salaries and fringe benefits are expended in equal intervals; they should be projected in this manner. When teachers are paid on a twelve month salary basis and the project period is for nine months, the three months' salaries and related fringe benefits paid after the project ends should be included in the last project payment. Equipment, supplies, contracted services and inservice activities should have the payment requested in the month for which the expenditure is anticipated.

Monthly payment requests are expected if **Salaries/Benefits** are being requested. Lump sum, semi-annual or quarterly payments **are not** appropriate unless a unique expenditure obligation warrants such disbursement. Complete the payment schedule to reflect actual cash needs in order to avoid cash on hand and frozen payments.

When the payment schedule is complete, move to the bottom of the page and **click** on the **Calculate Total** button. Review the calculation and verify that payments have been calculated correctly based on the allotment available. The **Amount Remaining** field should be zero indicating that the Payment Schedule request equals the Budget.

Be sure to SAVE this page before proceeding to other pages or programs in the application. Failure to save each page as it is completed will result in data loss.

Payment Schedule

An authorized user must save this page prior to Application Submission.

Month	Payment Amount
July	0
August	0
September	0
October	0
November	0
December	0
January	0
February	0
March	0
April	0
May	0
June	0
Total $	**0**

Budget Detail Total	0
Amount Remaining	0

Calculate Total Save Page

Instructions for ASSURANCES Pages

Five pages are included in the Assurances tab strip:

1. **Program Assurances**
2. **Debarment**
3. **State Assurances**
4. **Lobbying**
5. **Assurances**

Near the top of the first four assurance pages there is a "check box" that must be checked to agree to the assurances on that page. Place your mouse over the check box and "click" to signify that you agree to the detailed assurance. Once you have agreed, go to the bottom of the page and "click" on the "Save Page" button.

After you have agreed to the assurances on the first four assurance pages, complete the last tab, "Assurances." The four assurance checkboxes on the last page will automatically populate with a check signifying you have agreed to all assurances because you have checked and saved your agreement for each of the other assurance pages. At the bottom of the Assurances page, if you are the District Superintendent /Agency Administrator, "click" on the first button to automatically insert your name for agreement.

The Assurances can only be completed by the District Superintendent/Agency Administrator. The assurances must be completed prior to submitting the application.

Specific Terms of the Grant

Instructio

☐ By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below.

The applicant hereby certifies and assures the Illinois State Board of Education that:

1. A minimum of one program of study will be supported and services and activities will be provided in accordance with the purpose of the Carl D. Perkins Career and Technical Education Act of 2006 grant.
2. Equitable access to and participation in federally-assisted programs for students, teachers, and other program beneficiaries with special needs will be provided, under Section 427, of the General Provisions Act.
3. Activities of such size, scope and quality to bring about improvement in the quality of career and technical education programs will be provided and supported.
4. Individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special population.
5. Accurate and complete data will be submitted into the ISIS software application by the State established due dates. Submission of this data is necessary to meet the accountability requirements as measured by the core performance indicators and to comply with mandated reporting to the USDE/OVAE.
6. Projects will be administered in conformity with the "Stevens Amendment", Section 511 of P.L. 101-166.

Save Page

APPENDIX D

FISCAL YEAR 2009
Illinois Postsecondary Career and Technical Education Plan Guidelines

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

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

March 2008

Fiscal Year 2009

ILLINOIS POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN GUIDELINES

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*an electronic version of Appendix B - Postsecondary Perkins Budget Worksheet - may be downloaded, edited and submitted in hard copy with your FY 2009 plan. To download the file, please visit the ICCB Postsecondary Perkins website at: http://www.iccb.state.il.us/cte.html

Introduction

Perkins IV

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

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

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

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

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

Illinois' Transition to Perkins IV

The Illinois Community College Board and the Illinois State Board of Education continue to work collaboratively address the challenges of Perkins IV. Fiscal year 2009 will be the first full year of implementation, following the transition period of FY 2008. During FY09, the agencies will focus on professional development, assessment and refining the statewide process for the development of CTE Pathway and Programs of Study materials.

Section 1 - Plan Format and Narrative Requirements

Section 1.1 - Overview of Plan Process

The FY 2009 Local Plan Guidelines (covering the time period of July 1, 2008 through June 30, 2009) are divided into three main sections:

1. FY 2009 Program Narrative
2. Program Performance Objectives (NOTE: Postsecondary Program Performance requirements will be announced at a later date)
3. Program Budget

One original and four copies of the FY 2009 Career and Technical Education Plan Updates will be due at the ICCB on or before 4:30 p.m. May 15, 2008. All plan content submitted by the May 15th due date will be processed and, if sufficient information is provided, approved prior to the July 1, 2008 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 15, 2008 deadline must apply for an extension in writing to the ICCB or risk having their funding denied. Extension requests must be received by the ICCB prior to May 8, 2008. Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2007. Expenditures may not begin until the approval is received.

To avoid delays, please ensure that the following items are complete and included as part of your fiscal year 2009 Perkins plan (one original and four copies):

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

Upon receipt of the complete proposal, the identified Perkins contact will receive an e-mail message confirming all components have been received and are being evaluated. ICCB staff will then review the plan and contact the college to either 1) request more specific information, clarification and/or supporting data or 2) confirm that the proposal has been approved as submitted. Following staff approval, the ICCB will forward a Final Grant Agreement form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed Final Grant Agreement.

A final report detailing the specific activities undertaken in FY 2009 to increase the performance of CTE students and improve the quality of CTE programs will be due to the ICCB on or before October 31, 2009. See Appendix G for specific report details and reporting requirements. Final fiscal information related to the FY 2009 federal postsecondary Perkins grant will be collected electronically by the ICCB in a format to be released at a later date. The required fiscal information must be submitted electronically by October 31, 2009. A signed hard copy of the final fiscal report must be mailed to the ICCB at that time.

Section 1.2 - Overview of Narrative Requirements

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

In order to simplify this process and direct the college planning efforts, the ICCB has developed a narrative matrix. Community colleges will be required to address each of the Illinois Postsecondary Perkins Elements (below) in terms of resources, activities, outputs and outcomes.

Illinois Postsecondary Perkins Elements

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

How will the college address the following goals?

1A. Strengthen the academic and career and technical skills of students participating in CTE programs.

1B. Integrate academics with CTE programs.

1C. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry.

1D. Develop work-based learning experiences for CTE students.

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

2. COLLABORATIONS AND PARTNERSHIPS

How will the college address the following goals?

2A. Link CTE at the secondary and postsecondary level.

2B. Develop and offer the relevant elements of secondary-to-postsecondary CTE Programs of Study.

2C. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.

2D. Disseminate information about CTE programs to stakeholders.

3. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT

How will the college address the following goals?

3A. Continuously improve the quality of CTE programs.

3B. Develop and implement evaluations of the CTE programs.

3C. Develop and implement evaluations of how the needs of special populations enrolled in CTE programs are being met.

3D. Initiate, improve, expand and modernize quality CTE programs.

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

4. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS

How will the college address the following goals?

4A. Ensure that CTE programs are accessible by members of special populations.

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

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

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

5. NONTRADITIONAL TRAINING AND EMPLOYMENT

How will the college address the following goals?

5A. Support training activities (such as mentoring and outreach) in nontraditional fields? (Nontraditional fields refer to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.)

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

5C. Help nontraditional students overcome barriers that may limit their opportunities for success?

5D. Assist and enable nontraditional students to meet the State adjusted levels of performance?

6. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

How will the college address the following goals?

6A. Offer comprehensive professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs?

6B. Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:

- 6B1) effective integration of academics and CTE;
- 6B2) effective teaching skills based on research;
- 6B3) effective practices to engage stakeholders;
- 6B4) effective use of scientifically based research and data to improve instruction.

6C. Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internship programs that provide relevant business experience.

6D. Prepare professional development opportunities that will train faculty on the effective use and application of technology.

Section 1.4 - College Information

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

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

Section 2 - Program Performance Objectives

Section 2.1 - Overview of Perkins Accountability System

Significant revisions have been made to the accountability systems of Perkins IV. While specific performance targets for the state of Illinois have not yet been negotiated with the US Department of Education, it is vital that community colleges continue to make programmatic decisions based on reliable outcome data. To that end, the ICCB is working diligently to adapt the Perkins Online Data System to reflect the revised Perkins IV Accountability Indicator structure. This initiative is scheduled to be completed during the FY 2009 program year with input from the field. At that time, community colleges will be asked to review their performance data and respond with program improvement plans for those measures where performance is below specified levels. Forms will be made available providing further guidance.

PERKINS IV POSTSECONDARY ACCOUNTABILITY INDICATORS

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

Section 3 - Program Budget

Section 3.1 - Budget Process Overview

A Budget Worksheet form is provided in Appendix B to assist college planners in structuring an adequate and effective budget for FY 2009 Perkins funds. The worksheet breaks down uses of funds into seven Expenditure Account categories:

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

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

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

Upon submission and approval of the Program Narrative and Budget Worksheet, the ICCB will forward a Final Grant Agreement form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college

president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed Final Grant Agreement.

Section 3.2 - Budget Modification Process

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

1.) How were the funds originally intended to be used?
2.) Why are the funds no longer being used for this purpose?
3.) What is the new intended purpose for the funds?

All budget modifications can be sent to:
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

FISCAL YEAR 2009
Illinois Postsecondary Career and Technical Education Plan
Appendices

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

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Appendix A
Perkins IV Federal Required and Permissible Uses of Funds

9 REQUIRED USES OF FUNDS (Perkins Section 135b)
Funds made available to eligible recipients under this part shall be used to support career and technical education programs that-

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical Programs of Study described in section 122(c)(1)(A), to ensure learning in -
(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and (B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include-
(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including -(A) in-service and preservice training on- (I) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and (vi) effective use of scientifically based research and data to improve instruction; (B)support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; (C) internship programs that provide relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including and assessment of how the needs of special populations are being met;

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

20 PERMISSIVE USES OF FUNDS (Perkins Section 135c)

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

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

(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that -
(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

(3) for local education and business (including small business) partnerships, including for -
(A) work related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; (B) adjunct faculty arrangements for qualified industry professionals; and
(C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical student organizations;

(6) for mentoring and support services;

(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including -
(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (B) postsecondary dual and concurrent enrollment programs; (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives - (I) to encourage the pursuit of a baccalaureate degree; and (ii)to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

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

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

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

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

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

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

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

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

(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include -
(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (B) establishing, enhancing, or supporting systems for - (I) accountability data collection under this Act; or (ii) reporting data under this Act; (C) implementing career and technical Programs of Study described in section 122(c)(1)(A); or (D) implementing technical assessments; and

(20) to support other career and technical education activities that are consistent with the purpose of this Act.

ADMINISTRATIVE COSTS

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

Appendix C

Postsecondary Perkins Budget Terms and Definitions
Functional Expenditure Category Descriptions

All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual: (http://www.iccb.state.il.us/pdf/manuals/fmm8-05.pdf).

Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.

SALARIES 00-0000-51000-00
Salaries and wages paid to an employee, before any deductions, for personal services rendered to the community college district. Information must be provided on all staff (other than tutors) supported in part or fully from Perkins IV funds. Please refer to Section 1.3 for more information. Positions supported may include:

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

EMPLOYEE BENEFITS 00-0000-52000-00
The cost of all employee benefits, including the portion of insurance paid for by the college (not including the portion withheld from the employee's wages when both the employee and the college contribute toward the benefit).

CONTRACTUAL SERVICES 00-0000-53000-00
Charges for services rendered by firms or persons not employed by the local board of trustees. Services may include:

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

GENERAL MATERIALS AND SUPPLIES 0000-54000-00
Costs of all general materials and supplies. Materials may include:

- Office, Instructional, or Library Supplies and Materials
- Other Supplies
- Printing
- Audio/Visual Materials
- Computer software
- Postage
- Books & Binding Costs
- Publications and Dues
- Advertising

TRAVEL AND CONFERENCE/MEETING EXPENSE 00-0000-55000-00
Travel costs may include:

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

CAPITAL OUTLAY 00-0000-58000-00
Capital outlay includes all expenditures for fixed and moveable equipment. May include costs for office and instructional equipment.

OTHER EXPENDITURES 00-00005900-00
Costs must apply to CTE students or programs. Please include a short description of any costs listed under this Functional Expenditure Category. All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

Appendix D
Postsecondary Perkins
Program Planning & Budget Design Information

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

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

Examples of sample associated activities:

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

Element/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.

Element/Expenditure Account #3:
Program Quality and Continuous Improvement

Examples of sample associated activities:

- Developing and implementing evaluations of the vocational and technical education programs carried out with Perkins funds.

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

Element/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.

Element/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.

Element/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.

Fiscal Year 2009 Postsecondary Perkins Annual Plan Check List

Please provide the following information on the cover of your FY 2009Postsecondary 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 four copies of the Fiscal Year 2009 Postsecondary Career and Technical Education Plan must be submitted to the Illinois Community College Board by May 15, 2008. For proposal format or submission questions please contact Rob Kerr at rob.kerr@illinois.gov or (217) 785-0068.

The following items are required as part of your FY 2009 local plan submission:

Section 1 Program Narrative

_____ Response to individual elements

____ 1. Improvement of Academic and Technical Skills of CTE Students

____ 2. Collaborations and Partnerships

____ 3. Program Quality and Continuous Improvement

____ 4. Access and Success for Special Populations

____ 5. Nontraditional Training and Employment

____ 6. Faculty and Staff Professional Development

_____ College Information (page 3)

Section 2 Program Performance Objectives

Postsecondary Program Performance requirements will be announced at a later date.

Section 3 Program Budget

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

Submit one original and four copies of your FY 2009 plan by May 15, 2008 to:

Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701

Fiscal Year 2009 Postsecondary Perkins Final Reports

By October 31, 2009, federal Postsecondary Perkins grant recipients are required to submit the following final reports:

1) Final Programmatic Report
2) Final Fiscal Report

Final Programmatic Report - Due October 31, 2009

Forward the completed final programmatic report to:
The Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Postsecondary Perkins Element Worksheet

Postsecondary Perkins Element #1 – Improvement of Academic and Career and Technical Skills of CTE Students
How will the colleges address the following goals?

1A. Strengthen the academic and career and technical skills of students participating in CTE programs.
1B. Integrate academics with CTE programs
1C. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry
1D. Develop work-based learning experiences for CTE students
1E. Develop, improve or expand the use of technology in CTE programs

Partnership Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

Postsecondary Perkins Element Worksheet

Postsecondary Perkins Element #2 – Collaborations and Partnerships
How will the college address the following goals?

2A. Link CTE at the secondary and postsecondary level
2B. Develop and offer the relevant elements of secondary-to-postsecondary CTE Programs of Study
2C. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of programs
2D. Disseminate information about CTE programs to stakeholders

Partnership Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

Postsecondary Perkins Element Worksheet

Postsecondary Perkins Element #3 – Program Quality and Continuous Improvement
How will the college address the following goals?

3A. Continuously improve the quality of CTE programs
3B. Develop and implement evaluations of the CTE programs
3C. Develop and implement evaluations of how the needs of special populations enrolled in CTE programs are being met
3D. Initiate, improve, expand and modernize quality CTE programs
3E. Provide services and activities that are of sufficient size, scope and quality to be effective

Partnership Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

Postsecondary Perkins Element Worksheet

Postsecondary Perkins Element #4 – Access and Success for Special Populations
How will the college address the following goals?

4A. Ensure that CTE programs are accessible by members of special populations
4B. Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency
4C. Help members of special populations overcome barriers that may limit their opportunities for success
4D. Assist and enable special populations to meet the State adjusted levels of performance

Partnership Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

Postsecondary Perkins Element Worksheet

Postsecondary Perkins Element #5 – Nontraditional Training and Employment
How will the college address the following goals?

5A. Support training activities (such as mentoring and outreach) in nontraditional fields? (Nontraditional fields refer to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.)

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

5C. Help nontraditional students overcome barriers that may limit their opportunities for success

5D. Assist and enable nontraditional students to meet the State adjusted levels of performance

Partnership Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

Postsecondary Perkins Element Worksheet

Postsecondary Perkins Element #6 – Faculty and Staff Professional Development
How will the college address the following goals?

6A. Offer comprehensive professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs

6B. Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
- 6B1) effective integration of academics and CTE;
- 6B2) effective teaching skills based on research;
- 6B3) effective practices to engage stakeholders;
- 6B4) effective use of scientifically based research and data to improve instruction.

6C. Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internship programs that provide relevant business experience

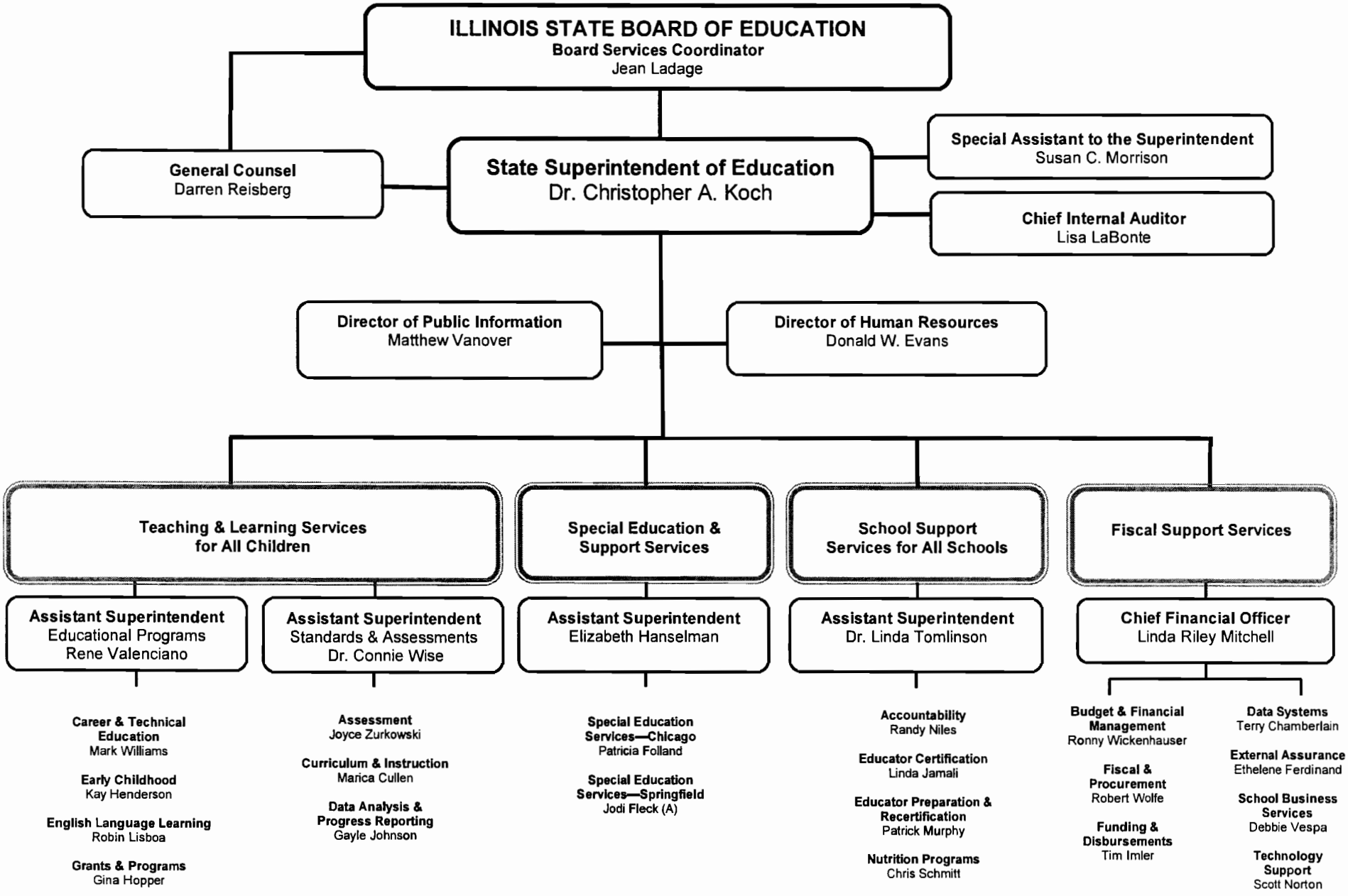
6D. Prepare professional development opportunities that will train faculty on the effective use and application of technology

Partnership Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

APPENDIX E



Revised 02/19/08

APPENDIX F

Illinois Community College Board

President/Chief Executive Officer
Geoffrey S. Obrzut

Assistant to President/CEO
(Vacant)
Director for Human Resources
Ellen Aarons (Interim)

Chief Financial Officer
Ellen Andres

Office System Specialist
Sharon Strasbaugh

Office System Specialist
Kathy Sullivan

Finance & Operations

Director for
Finance & Operations
Bruce Bonnett

Accounts Tech II
Nancy Jo Rogers

Accounts Tech II
(Vacant)

Financial Assistant
Liz Becker

Financial Assistant
Pam Corgan

Financial Compliance & Program Accountability

Senior Director for
Financial Compliance &
Program Accountability
Ed Smith

Assistant Director for
Financial Compliance &
Program Accountability
(Vacant)

Secretary IV
Carol Barnett

Information Technology

Senior Director for
Information Technology
Kevin Everhart

IT Technical Associate
Cindy Langel

Application Programmer III
Doug Lally

Application Programmer I
Chris Russell

Vice President for Adult Education & Institutional Support
Karen Hoover Anderson

Adult Education

Senior Director for Adult Education
Jennifer Foster

Director for AEAFL
ESL/English Literacy Specialist
(Vacant)

Associate Director for AEAFL
Professional Development
David Baker

Associate Director for AEAFL
Program Compliance
Tisha Smith

Associate Director for AEAFL
Data System Support Specialist
Jay Brooks *(Horton c/f)*

Associate Director for AEAFL
Field Monitoring & Evaluation
Marilyn Schmidt (Carbo)

Secretary III
Nora Rossman

Director for AEAFL
(Vacant)

Associate Director for AEAFL
Program Support Specialist-Region I
(Vacant) *(Chicago c/f)*

Associate Director for AEAFL
Program Support Specialist-Region II
Anna Nikashina *(Chicago c/f)*

Associate Director for AEAFL
Program Support Specialist-Region III
(Vacant)

Associate Director for AEAFL
Program Support Specialist-Region IV
Kelly Dunlap *(Horton c/f)*

Director for
GED Testing Administration
(Vacant)

GED Testing Clerk
Laura Arenaugh

Education Technology

Senior Director for
Education Technology
Todd Jorns

Director for
Distance Education &
Education Technology Support
Jeff Newell

Research & Policy Studies

Senior Director for
Research & Policy Studies
Scott Parke

Director for
Research & Policy Studies
Nathan Wilson

Associate Director for
Research & Policy Studies
Michelle Dufour

Assistant Director for
Research & Policy Studies
Jo McCrady

Vice President for Academic Affairs & Workforce Development
Elaine Johnson

Academic Affairs & CTE

Senior Director for
Academic Affairs & Career/Tech Ed
Brian Durham

Associate Director for
Program Planning/Accountability
Rod Lane

Director for
Transfer Programs
Barbara Ross

Director for
Career & Technical Education
Rob Kerr

Associate Director for
Career & Technical Programs
Tricia Broughton

Associate Director for
Career Guidance Initiatives
(Vacant)

Associate Director for
Career & Technical Education
Support & Evaluation
(Vacant)

Assistant Director for
Career & Technical Education
Kristy Mosnick

Administrative Aide
Becky Sanders

Staff Clerk
Robin Horton-Cunningham

Secretary III
Cynthia Shanklin

Student Development

Senior Director for
Student Development
(Vacant)

Associate Director for
Student Development
Andrea Berryman

Workforce Development

Senior Director for
Workforce Development
Preston Morgan

Director for
Workforce Systems
Lavin Nelson

Associate Director for
Business/Industry Services
(Vacant)

Vice President for External Affairs
(Vacant)

Administrative Aide
Charlie Van Meter

Senior Director for
Web Services
Zach Mathew

Senior Director for
External Affairs
Steve Morse

Associate Director for
External Affairs
(Vacant)

revised February 1, 2001

APPENDIX G

Fiscal Year 2009 Partnerships for College and Career Success
Federal Perkins IV, Title II Allocation Table

Partnership #	Career Pathways Partnership	FY08 Allocation	FY09 Preliminary Allocation
7070	Career Development System	$86,801	$86,734
7060	Career Preparation Network	$64,892	$64,842
5080	CCC/CPS	$495,550	$495,168
5070	Danville	$62,167	$62,119
7100	DAOES/COD	$202,395	$202,239
7030	Des Plains Valley TP	$76,427	$76,368
5090	Elgin CC TP	$96,243	$96,169
7470	ESL Regional Voc. System	$47,399	$47,362
7540	Franklin Co. Reg. Del. TP	$66,591	$66,540
7360	Heartland /McLean/DeWitt	$88,675	$88,607
7390	Heartland Region TP/Richland	$66,018	$65,967
5190	Highland Area TP	$68,434	$68,381
1000	IDHS/ORS	$41,652	$41,620
5290	IL Eastern TP Cons.	$74,974	$74,916
5130	Ill. Valley/SRAVTE	$71,237	$71,182
5300	John A. Logan TP	$65,244	$65,194
5250	Joliet J.C/TREES	$133,993	$133,890
5200	Kankakee/Iroquois TP	$68,703	$68,650
5010	Kaskaskia	$65,774	$65,723
7180	Kishwaukee Education TP	$57,769	$57,724
7090	Lake Co. AVS	$157,765	$157,643
5170	Lakeland/EIEFES	$108,671	$108,587
5260	Lincoln Land TP Partner.	$132,217	$132,115
5280	McHenry Co. TP	$82,232	$82,169
7050	Moraine Area Career System	$90,137	$90,067
7040	Morton Region TP Cons.	$50,046	$50,007
5120	N.W. Suburban ETC	$129,322	$129,222
7020	NSERVE Region TP Con.	$107,962	$107,879
7340	Parkland College TP	$93,815	$93,743
7220	Quad City/Tri County	$93,987	$93,914
5360	River Bend TP/Lewis & Clark	$94,211	$94,138
5110	RVC/CEANCI	$103,097	$103,017
5060	Sauk Valley/WHTSD	$65,612	$65,561
5310	Shawnee TP	$56,733	$56,689
7555	Southeastern Ill. TP Cons	$58,476	$58,431
5220	Southwestern IL TP	$108,844	$108,760
5140	Tech Prep for Central Illinois	$131,066	$130,965
7140	VALEES	$91,741	$91,670
7280	West Central Illinois	$108,046	$107,963
7250	West Central Reg/J. Wood	$62,441	$62,393
	Total	$3,927,359	$3,924,328
		FY08 Award	$3,927,360
		FY09 Total	$3,924,329
		Change	-0.08%

APPENDIX H

Fiscal Year

ILLINOIS COMMUNITY COLLEGE BOARD

PARTNERSHIPS for COLLEGE and CAREER SUCCESS

grant guidelines

ILLINOIS COMMUNITY COLLEGE BOARD

FY 2009 Partnerships for College and Career Success Grant Guidelines

PLEASE NOTE:
The following fiscal year 2009 *Partnerships for College and Career Success* Grant guidelines pertain to federal funding under Title II of the Carl D. Perkins Career and Technical Education Act of 2006. Prior to FY 2009, these funds were distributed as the Illinois Tech Prep Consortium Grants.

FY 2009 Partnerships for College and Career Success Grant

GUIDELINE CONTENTS

SECTION 1
GRANT ADMINISTRATION

Vision & Mission Statements	1
Partnership Overview, Goals & Activities	2
Program Definitions	3
Partnership Requirements	4
Perkins IV Accountability Systems	5

SECTION 2
GRANT RESOURCES AND REQUIRED FORMS

ILLINOIS CTE MODEL PATHWAYS & PROGRAMS OF STUDY DEVELOPMENT PROCESS — **Attachment 1**

Overview of Illinois Cluster Concept

Cluster Implementation Model

Illinois Career Pathway Framework

ANNUAL PLAN REQUIREMENTS — **Attachment 2**

Proposal Format and Award Process

Partnerships for College and Career Success Components

Partnerships for College and Career Success Component Forms

Budget Process Overview

Partnership Profile Worksheet

Fiscal Year 2009 Partnerships for College and Career Success Budget Worksheet

Fiscal Year 2009 Partnerships for College and Career Success Transit Entity Annual Plan and Budget Worksheet

Partnerships for College and Career Success Grant Proposal Check List

ICCB CTE STAFF CONTACT INFORMATION — **Attachment 3**

TERMS OF THE GRANT AND DELIVERABLES — **Attachment 4**

FISCAL YEAR 2009 PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS FEDERAL PERKINS IV, TITLE II ALLOCATION TABLE — **Attachment 5**

GRANT ADMINISTRATION

The following fiscal year 2009 Partnerships for College and Career Success Grant guidelines pertain to federal funding under Title II of the Carl D. Perkins Career and Technical Education Act of 2006. Prior to FY 2009, these funds were distributed as the Illinois Tech Prep Consortium Grants.

The Fiscal Year 2009 Partnerships for College and Career Success proposal is due to the ICCB on or before May 27, 2008.

Vision Statement

Each and every student will have access to rigorous and relevant education and opportunities that prepare them for success in college and careers.

Mission Statement

The Partnership for College and Career Success will collaborate to ensure that all students are college and career ready and provided with the academic and technical competencies to transition from secondary to postsecondary education in order to pursue high skill, high demand, or high wage careers. The Partnerships will lead by emphasizing comprehensive career preparation and providing a collaborative environment that engages and retains students in learner-centered instruction.

Partnership Overview, Goals & Activities

Perkins IV calls for an increased emphasis on coordination and collaboration within the CTE community, a theme that is most clearly manifested in the Programs of Study requirement (*see Perkins IV, section 122(c)(1)(A)*. All Education-for-Employment Systems and community colleges in Illinois are required to develop and implement rigorous CTE Programs of Study that incorporate secondary and postsecondary elements, along with academic and CTE content, in a coordinated, nonduplicative progression of courses. At their core, these Programs of Study must create a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to align content, reduce remediation, prepare students to attain a postsecondary degree or certificate and succeed in their chosen occupation. Funding for Partnerships for College and Career Success will be primarily devoted to facilitating the development, supporting the implementation and assisting in the maintenance of regional Programs of Study.

The goal of the Partnerships for College and Career Success is to assemble the necessary regional stakeholders and resources in order to develop state-level CTE Pathway models and implement locally relevant CTE Programs of Study. Additionally, the Partnerships must endeavor to successfully and seamlessly transition students into, through and out of these programs and into the workforce.

PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS GOALS:

1. Increase collaboration between secondary and post secondary systems;
2. Create seamless transition systems from secondary education to postsecondary education;
3. Ensure that individuals who are members of special populations have the opportunity to access and succeed in CTE programs;
4. Develop career pathways that contain multiple entry and exit points to facilitate student success and lifelong learning;
5. Increase curricular alignment and reduce curricular duplication;
6. Reduce the need for remediation;
7. Support the development of integrated and applied curricular content;
8. Increase the opportunities for students to earn college credit while enrolled in high school;
9. Increase the opportunities for students to obtain marketable postsecondary certificates or degrees that support their career goals;
10. Create professional development programs designed to simultaneously engage and support secondary and postsecondary partners;
11. Utilize data for program improvement;

Partnership for College and Career Success Activities:

1. Facilitate the development or adoption of specific state-level CTE Pathway models by gathering teams of educational content experts and industry stakeholders. When approved by the state, these models will then be implemented locally by the various Partnerships around the state.
2. Ensure that any and all approved state-level CTE Pathway models are successfully implemented locally (when applicable). The Partnership will work to implement model Pathways as locally specific Programs of Study that are relevant and useful for students at the specific secondary schools, area career centers and community colleges within the Partnership.
3. Lead the effort to form streamlined secondary-postsecondary CTE program advisory councils to facilitate input from business, industry and all other relevant stakeholders in support of regional programs.

4. Utilize the Perkins IV, Title II Performance Measures and the Perkins IV Basic State Grant Performance Measures to-
    4.1) assess the overall effectiveness of Partnership activities and;
    4.2) assess the overall effectiveness of the CTE Programs of Study developed by the Partnership.
5. Create and deliver professional development programs for teachers, faculty, and administrators within the Partnership that will support them to more effectively address the goals of the project.
6. Ensure that programs and services offered by the Partnership are accessible for special populations students, and will prepare them for careers that will lead them to self-sufficiency.

Program Definitions

SECONDARY CAREER PATHWAYS STUDENT:

A secondary Career Pathways Student is a high school CTE concentrator who has enrolled in two training level courses in the secondary education component of an approved and locally implemented CTE Program of Study at a partner secondary institution.

POSTSECONDARY CAREER PATHWAYS STUDENT:

A student that meets both of the following two qualifications will be considered a Postsecondary Career Pathways student:

1. Has completed the secondary component of an approved and locally implemented CTE Program of Study;
2. Has enrolled in the postsecondary education component of an approved and locally implemented CTE Program of Study at a postsecondary Partner institution.

CAREER CLUSTERS:

Illinois has adopted the Career Cluster model developed by the *States' Career Clusters Initiative* (SCCI) established by the National Career Technical Education Foundation (NCTEF). More information can be found at www.careerclusters.org.

Career Clusters are groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into the Career Clusters based on the fact that they require a set of common knowledge and skills for career success. The Knowledge and Skills represented by Career Clusters prepare learners for a full range of occupations/career specialties, focusing on the holistic, polished blend of technical, academic and employability knowledge and skills.

CAREER PATHWAYS MODELS:

Career Pathways are systematic sub-groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Illinois has adopted the national Career Clusters model, and Occupations/career specialties are now grouped into the 16 Clusters based on the fact that they require a common set of general knowledge and skills for career success. While the Career Clusters identify the broad knowledge and skills needed for success in a wide-array of potential careers (defined by each Cluster), the Career Pathways offer a higher, more developed, level of specificity. There are a total of 81 Pathways, each formally linked to one of the 16 Career Clusters.

CTE PROGRAMS OF STUDY:
A CTE Program of Study is a sequence of instruction, based on recommended standards, and knowledge and skills (as identified in the Career Pathways Model) consisting of secondary and postsecondary coursework, co-curricular activities, work-site learning, service learning and other learning experiences offered in an aligned and coordinated manner that prepares students for a specific career. This is a flexible resource for students and designed to change in concert with the interests and needs of the learner.

PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS IMPLEMENTATION PLAN:
Each Partnership must submit a 4-year plan for the development and implementation of Partnership for College and Career Success programs (Title II of the Perkins Act). Annual Partnership Plan Updates will be submitted in fiscal years 2010 and 2012. A formal Partnership Plan Review will be submitted in fiscal year 2011.

Partnership Requirements

Partnerships for College and Career Success are required to address the following seven Partnership Requirements:

1. COLLABORATION

Illinois Partnerships for College and Career Success must include representation from area secondary schools, EFE Regions, Area Career Centers, community college(s) and relevant business and industry from the Partnership District. For the purpose of this grant, the community college district will be used to define the Partnership District. If two or more community colleges are collaborating on one grant, the Partnership District will be the combination of districts. Partnership members may also include other postsecondary institutions and labor organizations.

Illinois Partnerships for College and Career Success must be carried out under formal Collaboration Agreements between participants in the partnerships. These criteria will be developed further as partnerships are formed, implemented and evaluated, but at a minimum will require that:

A. Collaboration Agreements must be signed by partners CEOs.
B. Collaboration Agreements must include a data sharing agreement.
C. Collaboration Agreements must designate the Partnership fiscal agent, the roles and responsibilities of the Partnership members, and a conflict negotiation/resolution clause.

2. CAREER PATHWAYS - PROGRAM OF STUDY DEVELOPMENT

Illinois Partnerships for College and Career Success must work to develop A) specific state-level CTE Model Pathway Materials (when assigned); and B) locally specific CTE Programs of Study (when applicable). See Attachment 1 for more specific information on the Programs of Study requirements.

3. PROFESSIONAL DEVELOPMENT

Illinois Partnerships for College and Career Success must develop professional development programs that are in compliance with Perkins IV, Title II section 203c(4) and (5) for teachers, faculty, and administrators within the Partnership.

4. EQUAL ACCESS FOR SPECIAL POPULATIONS

Illinois Partnerships for College and Career Success must provide equal access to members of special populations, including the development of appropriate services.

5. **PREPARATORY SERVICES**

Illinois Partnerships for College and Career Success must provide preparatory services that assist students to enroll in – and complete - CTE Programs of Study.

6. **COORDINATION REQUIREMENTS**

Illinois Partnerships for College and Career Success must closely coordinate their activities with the activities funded by the member EFEs and community college(s) basic state grants.

7. **ACCOUNTABILITY REQUIREMENTS**

Illinois Partnerships for College and Career Success must report on performance using the Perkins IV, Title II Performance Measures as well as the Perkins IV Basic State Grant Performance Measures (outlined in Perkins Section 113b) (see below for more specific information on the Perkins IV Performance Measures). Each Partnership that receives funding must enter into an agreement with the ICCB to meet minimum levels of annual performance for each of the required Perkins IV, Title II Performance Measures and the Basic State Grant Performance Measures.

Perkins IV Accountability Systems

TITLE II/PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS MEASURES (CPP):

CPP1: The number of Illinois secondary and postsecondary CTE Programs of Study students served.

CPP2: The number and percent of secondary CTE Programs of Study students who:
- CPP2-1: Enroll in postsecondary education;
- CPP2-2: Enroll in postsecondary education in the same field;
- CPP2-3: Complete a state or industry-recognized certification or licensure;
- CPP2-4: Complete courses that earn postsecondary credit;
- CPP2-5: Enroll in remedial math, writing, or reading courses upon entering postsecondary education.

CPP3: The number and percent of postsecondary CTE Programs of Study students who:
- CPP3-1: Are placed in a related field of employment within 12 months of graduation;
- CPP3-2: Complete a state or industry-recognized certification or licensure;
- CPP3-3: Complete a two-year degree or certificate program within the normal time;
- CPP3-4: Complete a baccalaureate degree program within the normal time.

Additional (Illinois specific) Partnerships for College and Career Success Collaboration Measures will be distributed at a later date.

PERKINS IV BASIC STATE GRANT PERFORMANCE MEASURES:

Secondary Measures

1S1: Academic Attainment
2S1: Technical Skill Attainment
3S1: Secondary School Completion
4S1: Student Graduation Rates
5S1: Secondary Placement
6S1: Nontraditional Participation
6S2: Nontraditional Completion

Postsecondary Measures

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

PARTNERSHIP GRANT RESOURCES AND REQUIRED FORMS

Illinois CTE Model Pathway and Programs of Study Development Process **Attachment 1**
Overview
Cluster Implementation Model
Illinois Career Pathway Framework

Annual Plan Requirements **Attachment 2**
Proposal Format and Award Process
Partnerships for College and Career Success Components
Partnerships for College and Career Success Component Forms
Budget Process Overview
Fiscal Year 2009 Partnerships for College and Career Success Budget Worksheet
Partnership Profile Worksheet
Fiscal Year 2009 Partnerships for College and Career Success Transit Entity Annual Plan and Budget Worksheet
Partnerships for College and Career Success Grant Proposal Check List

ICCB CTE Staff Contact Information **Attachment 3**

Terms of the Grant and Deliverables **Attachment 4**

Fiscal Year 2009 Partnerships for College and Career Success
Federal Perkins IV, Title II Allocation Table **Attachment 5**

The Fiscal Year 2009 Partnerships for College and Career Success proposal is due to the ICCB on or before May 27, 2008.

ATTACHMENT 1
Illinois CTE Model Pathway
& Programs of Study Development Process

OVERVIEW

Federal Programs of Study Requirements

As defined in The Carl D. Perkins Career and Technical Education Act of 2006 (section 122(c)(1)(A), Career and Technical Education Programs of Study must include the following:

A. secondary and postsecondary education elements;
B. coherent and rigorous continent aligned with challenging academic standards and relevant career and technical content
C. a sequence of courses that is coordinated and non-duplicative;
D. a sequence of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
E. the opportunity for secondary students to learn postsecondary credit through dual enrollment, dual credit or other means;
F. the attainment of an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The Illinois Community College Board and the Illinois State Board of Education are working collaboratively to develop Career and Technical Education Programs of Study, as required by The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). This project seeks to identify pathways from secondary school to two- and four-year colleges, graduate schools, and the workplace to link classroom and lab content with the knowledge and skills they need for success in college and careers. By aligning course offerings at the secondary level with increasingly advanced academic and technical courses at the postsecondary level, Programs of Study will equip students with the skills and credentials required for success in high-growth, high-demand, and high-wage career fields. This connection will provide an important context for educational reform and ensure that instruction is increasingly relevant and focused.

State-Level CTE Model Pathway Development

A Career Pathway Model is the product of a collaborative effort among secondary schools, EFE's, community colleges, four-year colleges, and business and industry partners. These groups – called **Pathway Development Teams** – will be lead by the Partnerships for College and Career Success. They will be formed ad hoc by the state and charged with developing innovative secondary-to-postsecondary Pathway model sequences. This model will seek to reduce remediation, increase alignment, support dual credit and improve student success. The ICCB and ISBE are working collaboratively with the OCCRL to establish the specific procedure that will be employed to facilitate the development of these models. See the *Cluster Implementation Model* and the *Cluster Logic Sequence* for more information.

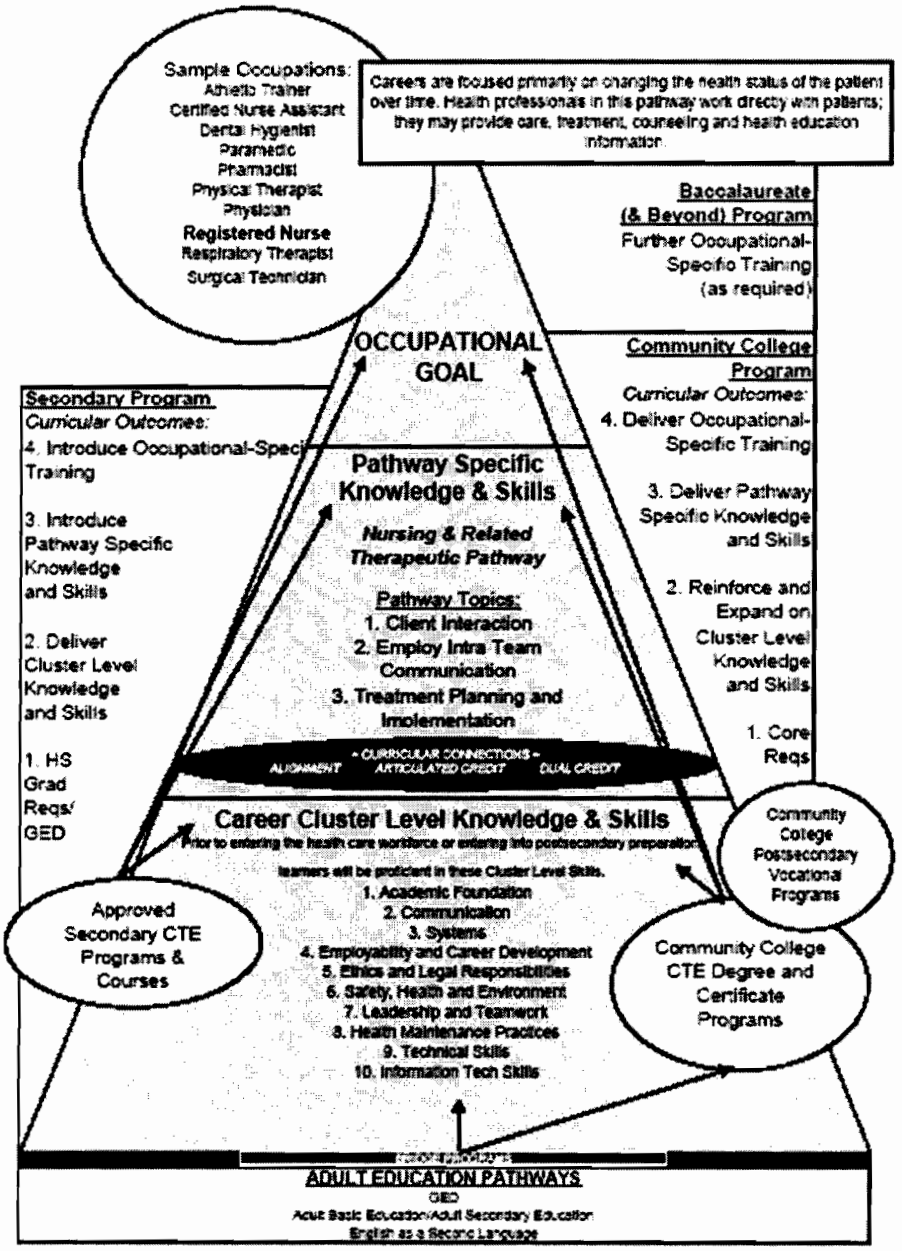
CTE Programs of Study Development and Implementation

Career Pathways models will be used as the primary buildings blocks in the creation of seamless, nonduplicative CTE Programs of Study. The Program of Study will infuse national and state research into a locally relevant and aligned career program that is collaboratively developed and implemented at the local level. See the *Cluster Implementation Model* and the *Cluster Logic Sequence* in the 'Resources" section for more information.

CLUSTER IMPLEMENTATION MODEL

	STEPS	CLUSTER / PATHWAY / POS IMPLEMENTATION MODEL (example)			
1	**STATE identifies Cluster(s)**	Agriculture, Food, Nat. Resources	Finance	Manufacturing	Education and Training
2	**Partnerships apply to be on a specific PATHWAY DEVELOPMENT TEAM (PDT) for an identified Cluster**	**Partnership A** *Pathways* Agribusiness Systems	**Partnership 1** *Pathways* Banking and Related Services	**Partnership D** *Pathways* Production	**Partnership 4** *Pathways* Teaching and Training
3	**STATE assigns Partnerships to participate on specific PDTs**	Agriculture, Food, Nat. Resources Cluster - Agribusiness Systems Pathway PROJECT	Finance Cluster - Banking and Related Services Pathway PROJECT	Manufacturing Cluster - Production Pathway PROJECT	Education and Training Cluster - Teaching and Training Pathway PROJECT
4	**All Partnerships assigned to PDTs in the same Cluster collaborate to develop Cluster-Level Knowledge and Skills: DEVELOPMENT PROJECT-PHASE I**	Partnership A, B & C develop Ag Cluster knowledge and skills	Partnership 1, 2, & 3 develop Finance Cluster knowledge and skills	Partnership D, E & F develop Manufacturing Cluster knowledge and skills	Partnership 4, 5, & 6 develop Education/Training Cluster knowledge and skills
5	**Individual PDTs develop MODEL PATHWAY MATERIALS for their assigned Pathways (Knowledge & Skills, sequences, etc): PHASE II**	Partnership A develops Agribusiness Pathway Materials	Partnership 1 develops Banking Pathway Materials	Partnership D develops Production Pathway Materials	Partnership 4 develops Teaching Pathway Materials
4	**Submission to the State**	***All PDTs submit to the state: 1) Assigned Cluster level knowledge and skills; and 2) Assigned Model Pathway materials***			
5	**State Review**	Materials are reviewed by the Statewide Advisory Team (and/or the State) -- or perhaps the State reviews them with the team			
6	**Drafting locally relevant Programs of Study**	All local Partnership utilize MODEL PATHWAY MATERIALS from the menu of Pathways that have been developed to update existing programs and/or implement new programs of Study			
7	**Implementation**	Local Programs of Study are implemented	Local Programs of Study are implemented	Local Programs of Study are implemented	Local Programs of Study are implemented
8	**POS assessment**	Local implementation of Programs of Study is assessed by the state via onsite reviews, recognition visits, and other monitoring methods. Results are presented to the Statewide Advisory Team as information items			

ILLINOIS CARRER PATHWAY FRAMEWORK



ATTACHMENT 2

Annual Plan Requirements

Proposal Format and Award Process

Each Partnership must submit a 4-year plan for the development and implementation of Partnership for College and Career Success programs (Title II of the Perkins Act). Annual Partnership Plan Updates will be submitted in fiscal years 2010 and 2012. A formal Partnership Plan Review will be submitted in fiscal year 2011.

One original and four copies of the 4-year Fiscal Year 2009 – Fiscal Year 2012 Partnership for College and Career Success proposal must be submitted to the Illinois Community College Board on or before May 27, 2008. The allocation table for FY 2009 federal Partnerships for College and Career Success funds is located in Attachment 5. For proposal format or submission questions please contact Rob Kerr rob.kerr@illinois.gov or (217) 785-0068.

To avoid delays, please ensure that the following five items are complete and included as part of your fiscal year 2009 Partnerships for College and Career Success proposal (one original and four copies):

1. Grant Proposal Cover Sheet
2. Partnership Profile Worksheet
3. Partnerships for College and Career Success Component Forms
4. Fiscal Year 2009 Partnerships for College and Career Success Budget Worksheet
5. Fiscal Year 2009 Partnerships for College and Career Success Transit Entity Annual Plan and Budget Worksheets, *if necessary*

Partnerships not able to return completed plans by the May 30, 2008 deadline must apply for an extension in writing to the ICCB (ATTN: Rob Kerr, Director of Career and Technical Education) or risk having their funding denied. Extension requests must be received by the ICCB prior to May 20, 2008. Plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2008. Expenditures may not begin until the approval is received.

Upon receipt of the complete proposal--

1. The Partnership Director will receive an e-mail message confirming all components have been received and are being evaluated.
2. ICCB staff will then review the proposal and contact the Partnership 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 Partnership 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.

Partnerships for College and Career Success Components

1. COLLABORATION

Illinois Partnerships for College and Career Success must include representation from area secondary schools, EFE Regions, Area Career Centers, community college(s) and relevant business and industry from the Partnership District. For the purpose of this grant, the community college district will be used to define the Partnership District. If two or more community colleges are collaborating on one grant, the Partnership District will be the combination of districts. Partnership members may also include other postsecondary institutions and labor organizations.

Illinois Partnerships for College and Career Success must be carried out under formal Collaboration Agreements between participants in the partnerships.

A. Collaboration Agreements must be signed by partners CEOs
B. Collaboration Agreements must include a data sharing agreement
C. Collaboration Agreements must designate the Partnership fiscal agent, the roles and responsibilities of the Partnership members, and a conflict negotiation/resolution clause.

2. CAREER PATHWAYS - PROGRAM OF STUDY DEVELOPMENT

Illinois Partnerships for College and Career Success must work to develop A) specific state-level CTE Model Pathway Materials (when assigned); and B) locally specific CTE Programs of Study (when applicable). See Attachment 1 for more specific information on the Programs of Study requirements.

3. PROFESSIONAL DEVELOPMENT

Illinois Partnerships for College and Career Success must develop professional development programs for teachers, faculty, and administrators within the Partnership.

4. EQUAL ACCESS FOR SPECIAL POPULATIONS

Illinois Partnerships for College and Career Success must provide equal access to members of special populations, including the development of appropriate services.

5. PREPARATORY SERVICES

Illinois Partnerships for College and Career Success must provide preparatory services that assist students to enroll in – and complete - CTE Programs of Study.

6. COORDINATION REQUIREMENTS

Illinois Partnerships for College and Career Success must closely coordinate their activities with the activities funded by the member EFEs and community college(s) basic state grants.

7. ACCOUNTABILITY REQUIREMENTS

Illinois Partnerships for College and Career Success must report on performance using the Perkins IV, Title II Performance Measures as well as the Perkins IV Basic State Grant Performance Measures (outlined in Perkins Section 113b) (see Section 1 for more specific information on the Perkins IV Performance Measures). Each Partnership that receives funding must enter into an agreement with the ICCB to meet minimum levels of performance for each of the required Perkins IV, Title II Performance Measures and the Basic State Grant Performance Measures.

Partnerships for College and Career Success
Component Forms

Partnerships for College and Career Success Component Form

PARTNERSHIP COMPONENT #1 - COLLABORATION

1A. Illinois Partnerships for College and Career Success must include representation from area secondary schools, EFE Regions, Area Career Center, community college(s) and business and industry from Partnership District.

1B. Illinois Partnerships for College and Career Success must be carried out under formal Collaboration Agreements between participants in the partnerships.

1B1. Collaboration Agreements must be signed by partners CEOs.

1B2. Collaboration Agreements must include a data sharing agreement.

1B3. Collaboration Agreements must designate the Partnership fiscal agent, the roles and responsibilities of the Partnership members, and a conflict negotiation/resolution clause.

Partnership Component	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include indicators impacted for secondary, postsecondary, and Title II.

Partnerships for College and Career Success Component Form

PARTNERSHIP COMPONENT #2 – Career Pathways – Program of Study Development

2A. Illinois Partnerships for College and Career Success must work to develop specific state-level CTE Model Pathway Materials (when assigned).
2B. Illinois Partnerships for College and Career Success must work to develop locally specific CTE Programs of Study (when applicable).

Partnership Component	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include indicators impacted for secondary, postsecondary, and Title II.

Partnerships for College and Career Success Component Form

PARTNERSHIP COMPONENT #3 – PROFESSIONAL DEVELOPMENT

3A. Illinois Partnerships for College and Career Success must develop professional development programs that are in compliance with Perkins IV, Title II section 203c2(4) for teachers, faculty and administrators within the Partnership.

3B. Illinois Partnerships for College and Career Success must develop professional development programs that are in compliance with Perkins IV, Title II section 203c2(5) for counselors within the Partnership.

Partnership Component	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include indicators impacted for secondary, postsecondary, and Title II. .

Partnerships for College and Career Success Component Form

PARTNERSHIP COMPONENT #4 –EQUAL ACCESS FOR SPECIAL POPULATIONS

4A. Illinois Partnerships for College and Career Success must provide equal access to members of special populations.
4B. Illinois Partnerships for College and Career Success must develop appropriate services for members of special populations.

Partnership Component	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include indicators impacted for secondary, postsecondary, and Title II.

Partnerships for College and Career Success Component Form

PARTNERSHIP COMPONENT #5 – PREPARATORY SERVICES

5A. Illinois Partnerships for College and Career Success must provide preparatory services that assist students to enroll in CTE Programs of Study.
5B. Illinois Partnerships for College and Career Success must provide preparatory services that assist students to complete CTE Programs of Study.

Partnership Component	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include indicators impacted for secondary, postsecondary, and Title II.

Partnerships for College and Career Success Component Form

PARTNERSHIP COMPONENT #6 – COORDINATION REQUIREMENTS

6A. Illinois Partnerships for College and Career Success must closely coordinate their activities with the activities funded by the member EFEs basic state grants.
6B. Illinois Partnerships for College and Career Success must closely coordinate their activities with the activities funded by the member community college(s) basic state grants.

Partnership Component	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include indicators impacted for secondary, postsecondary, and Title II. .

Partnerships for College and Career Success Component Form

PARTNERSHIP COMPONENT #7 – ACCOUNTABILITY REQUIREMENTS

7A. Illinois Partnerships for College and Career Success must report on performance using the Perkins IV, Title II Performance Measures.
7B. Illinois Partnerships for College and Career Success must report on performance using the Perkins IV Basic State Grant Performance Measures.

Partnership Component	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include indicators impacted for secondary, postsecondary, and Title II.

Budget Process Overview

Partnership allocations can be found in Attachment 5. The Partnerships for College and Career Success Budget Worksheet form is provided in Attachment 2 to assist Partnerships in structuring an adequate and effective budget for FY 2009 federal Partnerships for College and Career Success funds. The worksheet breaks down uses of funds into nine *Expenditure Account* categories:

1. Collaboration
2. Career Pathways – Program of Study Development
3. Professional Development
4. Equal Access for Special Populations
5. Preparatory Services
6. Coordination Requirements
7. Accountability Requirements
8. General Administration (up to 5% of total allocation)
9. Payment to Partnerships for College and Career Success Educational Partners

The first seven Expenditure Accounts relate directly to the *Partnerships for College and Career Success* Components that Partnerships will use as the basis of their annual plan (see Attachment 2). The eighth Expenditure Account, General Administration, refers to organized administrative activities that provide assistance and support to the Partnerships for College and Career Success, including activities specifically designed to provide administrative or managerial support for the Partnership and any special services provided for students. **No more than 5% of the Partnership's federal allocation may be spent on General Administration.** The ninth Expenditure Account, Payment to Partnerships for College and Career Success Educational Partners, includes transit payments to educational institutions within the Partnership.

Costs planned in these nine 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 Partnerships for College and Career Success 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 and address the following questions in justifying the need for the amendment:

1.) How were the funds originally intended to be used?
2.) Why are the funds no longer being used for this purpose?
3.) What is the new intended purpose for the funds?

Send budget modifications to:
ICCB
ATTN: Kristy Morelock
401 East Capitol Ave.
Springfield, IL 62701

Fiscal Year 2009 Partnerships for College and Career Success Budget Worksheet

Functional Expenditure Categories

	Expenditure Accounts	Salaries A	Employee Benefits B	Contractual Services C	Gen. Materials & Supplies D	Travel Expenses E	Capital Outlay F	Other Expenditures* G	TOTAL H
1	Collaboration								$0
2	Career Pathways - Program of Study Development								$0
3	Professional Development								$0
4	Equal Access for Special Populations								$0
5	Preparatory Services								$0
6	Coordination Requirements								$0
7	Accountability Requirements								
8	General Administration**								$0
9	Payments to Educational Partners								$0
10	TOTAL COSTS	$0	$0	$0	$0	$0	$0	$0	$0

- Attach a short description of any costs listed under Column G (Other Expenditures)
- General Administration costs may not exceed 5% of the partnership's total federal allocation.
- Payments to Partnership 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 nine Expenditure Accounts (i.e. the seven Partnership COMPONENTs, general administration, and payments to educational partners) should be applied to the specific Functional Expenditure Categories provided. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual, available online at http://www.iccb.state.il.us/pdf/manuals/fmm8-05.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 Partnerships for College and Career Success 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.

Partnership Name/Number

Signature of Partnership Director

Date

Partnership Profile Worksheet

Partnerships are required to provide information requested in the *Project Profile Worksheet.*

1.1 Name and address of the Partnerships for College and Career Success fiscal agent.

1.2 Names, addresses, phone numbers and e-mail addresses of the Partnership director and coordinator.

1.3 Indicate the members of the Partnerships for College and Career Success decision-making team and their affiliation (NOTE: a partnership organizational chart must be attached). 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 partners regarding program and funding issues.

1.5 Describe the process by which input is sought from Partnerships for College and Career Success stakeholders (including higher education, business, labor, and parents) when developing programs.

1.6 Describe how the Partnerships for College and Career Success is addressing the issue of resource development and long-term program sustainability.

1.7 In order to be eligible to receive Partnerships for College and Career Success funds from the Partnership, 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 Partnership team members. The team must include academic and technical instructors, counselors and administrators.

Fiscal Year 2009 Pathways Partnership Transit Entity Annual Plan and Budget Worksheet

PARTNERSHIP Name and Number_____ _____

- Each transit entity receiving funds from the Pathways Partnership 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 seven Components.

Transit Entity FY 2009 Budget $_____ Transit Entity Contact Name/e-mail_____

PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS COMPONENTS	SUPPORTING ACTIVITIES	BUDGET
1. Collaboration		$
2. Career Pathways – Program of Study Development		$
3. Professional Development		$
4. Equal Access for Special Populations		$
5. Preparatory Services		$
6. Coordination Requirements		$
7. Accountability Requirements		$

PLEASE NOTE: In addition to the Annual Plan and Budget worksheet, each transit entity must provide the names and position/teaching areas of Partnerships for College and Career Success team members from the transit entity (school, community college or area career center). The team must include academic and technical instructors, counselors and administrators.

Partnerships for College and Career Success Grant Proposal Check List

Each Partnership must submit a 4-year plan for the development and implementation of Partnership for College and Career Success programs (Title II of the Perkins Act). Annual Partnership Plan Updates will be submitted in fiscal years 2010 and 2012. A formal Partnership Plan Review will be submitted in fiscal year 2011.

The Fiscal Years 2009-20012 Partnerships for College and Career Success proposal is due to the ICCB on or before May 27, 2008. To avoid delays, please ensure that the following items are complete and included as part of your (one original and four copies):

1. **Partnerships for College and Career Success Cover Sheet**
   Please provide the following information on the cover of your FY 2009 Career Pathways Partnership Proposal:
   1. Partnerships for College and Career Success Name
   2. Partnerships for College and Career Success Number
   3. Partnerships for College and Career Success Address
   4. Partnerships for College and Career Success Fiscal Agent (Entity Name)
   5. Partnerships for College and Career Success Director Name
   6. Partnerships for College and Career Success Director E-mail
   7. Partnerships for College and Career Success Director Phone Number
2. **Partnership Profile Worksheet**
3. **Partnerships for College and Career Success Component Forms**
4. **Fiscal Year 2009 Partnerships for College and Career Success Budget Worksheet**
   - 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 must be signed by the Partnership Director
5. **Fiscal Year 2009 Partnerships for College and Career Success Transit Entity Annual Plan and Budget Worksheet**
   - Payments to Partnerships for College and Career Success educational partners (i.e. transits) must be listed under line 8 of the Budget Worksheet and must be accompanied by a Partnerships for College and Career Success Transit Entity Annual Plan and Budget Worksheet.

ATTACHMENT 3
ICCB CTE Staff Contact Information

For information general questions or concerns regarding Partnerships for College and Career Success, please contact the Illinois Community College Board team at:
perkinsteam@iccb.org

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

PERKINS LEADERSHIP TEAM:

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Senior Director for Academic Affairs and CTE
Phone: 217.524.5502
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Kristy Morelock
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Robin Cunningham
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FUNDING & DISBURSEMENTS:

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PERFORMANCE INDICATORS/DATA:

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WIA/PERKINS INTEGRATION:

Lavon Nelson
Director for Employment & Training
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E-mail: lavon.nelson@illinois.gov

ATTACHMENT 4

Terms of the Grant and Deliverables

TERMS

A. Upon receipt of the complete proposal the Partnerships for College and Career Success 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 Partnership 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 Partnership director the *final grant agreement form* which includes all the requisite certification and assurance forms, the approved budget (including information on financial drawdown methods and other fiscal procedures), and the scope of work (as submitted in the proposal). ***The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal*** (e.g., Community College President, Superintendent, or Board Officer) ***and returned to the ICCB in order to activate the grant.*** Audits will be based on the information provided in the signed Grant Agreement.

B. Orders for payments will be submitted to the Office of the Comptroller by the Illinois Community College Board according to the negotiated payment schedule.

C. All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.

D. Partnerships for College and Career Success 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 Partnership is required to submit the following Fiscal Year 2009 reports and other deliverables by the dates indicated:

A. Fiscal Year 2009 Partnerships for College and Career Success Final Reports

By October 31, 2009, Partnerships for College and Career Success are required to submit the following final reports:

1) *Fiscal Year 2009 Partnerships for College and Career Success Final Programmatic Report*

   The format and requirements of the Fiscal Year 2009 Partnerships for College and Career Success Final Programmatic Report will be supplied under separate cover. Four copies of the report, covering the period from July 1, 2008 - June 30, 2009, will be due to the Illinois Community College Board by October 31, 2009. 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) *Fiscal Year 2009 Partnerships for College and Career Success Final Fiscal Report*

   Final fiscal information related to the FY 2009 federal Partnerships for College and Career Success grant will be collected electronically by the ICCB in a format

to be released at a later date. This information must be submitted electronically by October 31, 2009 and followed up with a signed hard copy.

B. Secondary Partnerships for College and Career Success Student Data

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

C. Postsecondary Partnerships for College and Career Success Student Data

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

ATTACHMENT 5

Fiscal Year 2009 Partnerships for College and Career Success

Federal Perkins IV, Title II Allocation Table

Partnership #	Partnerships for College and Career Success	FY08 Allocation	FY 09 Preliminary Allocation
7070	Career Development System	$86,801	$86,734
7060	Career Preparation Network	$64,892	$64,842
5080	CCC/CPS	$495,550	$495,168
5070	Danville	$62,167	$62,119
7100	DAOES/COD	$202,395	$202,239
7030	Des Plains Valley TP	$76,427	$76,368
5090	Elgin CC TP	$96,243	$96,169
7470	ESL Regional Voc. System	$47,399	$47,362
7540	Franklin Co. Reg. Del. TP	$66,591	$66,540
7360	Heartland /McLean/DeWitt	$88,675	$88,607
7390	Heartland Region TP/Richland	$66,018	$65,967
5190	Highland Area TP	$68,434	$68,381
1000	IDHS/ORS	$41,652	$41,620
5290	IL Eastern TP Cons.	$74,974	$74,916
5130	Ill. Valley/SRAVTE	$71,237	$71,182
5300	John A. Logan TP	$65,244	$65,194
5250	Joliet J.C/TREES	$133,993	$133,890
5200	Kankakee/Iroquois TP	$68,703	$68,650
5010	Kaskaskia	$65,774	$65,723
7180	Kishwaukee Education TP	$57,769	$57,724
7090	Lake Co. AVS	$157,765	$157,643
5170	Lakeland/EIEFES	$108,671	$108,587
5260	Lincoln Land TP Partner.	$132,217	$132,115
5280	McHenry Co. TP	$82,232	$82,169
7050	Moraine Area Career System	$90,137	$90,067
7040	Morton Region TP Cons.	$50,046	$50,007
5120	N.W. Suburban ETC	$129,322	$129,222
7020	NSERVE Region TP Con.	$107,962	$107,879
7340	Parkland College TP	$93,815	$93,743
7220	Quad City/Tri County	$93,987	$93,914
5360	River Bend TP/Lewis & Clark	$94,211	$94,138
5110	RVC/CEANCI	$103,097	$103,017
5060	Sauk Valley/WHTSD	$65,612	$65,561
5310	Shawnee TP	$56,733	$56,689
7555	Southeastern Ill. TP Cons	$58,476	$58,431
5220	Southwestern IL TP	$108,844	$108,760
5140	Tech Prep for Central Illinois	$131,066	$130,965
7140	VALEES	$91,741	$91,670
7280	West Central Illinois	$108,046	$107,963
7250	West Central Reg/J. Wood	$62,441	$62,393
	Total	$3,927,359	$3,924,328
		FY08 Award	$3,927,360
		FY09 Total	$3,924,329
		Change	-0.08%

APPENDIX I

FISCAL YEAR 2009 PERKINS TITLE II GRANT PROPOSAL
REVIEW WORKSHEET

Consortia_____

Section 1: Grant Proposal Cover Sheet & Project Profile (in areas where changes have occurred)

APPENDIX J

FISCAL YEAR 2009 PERKINS TITLE II PARTNERSHIP LOCAL PLAN
FINAL CONSENSUS REVIEW AND RECOMMENDATION SHEET

CONSORTIUM_____ #_____

CONTACT: _____
PHONE: _____
E-MAIL:_____

After reviewing the fiscal year 2008 Perkins Title II plan from

_____

the ICCB CTE staff team recommends that the grant be:

☐ APPROVED AS SUBMITTED

☐ CONDITIONALLY APPROVED
pending submission and approval of the following items:

_____

_____

_____

_____

_____

☐ NOT APPROVED

ICCB Staff Reviewer	ICCB Staff Reviewer	date
ICCB Staff Reviewer	ICCB Staff Reviewer	date
	Senior Director for Academic Affairs & CTE	date

APPENDIX K

Federal Fiscal Year 2008/State Fiscal Year 2009 Secondary Perkins Allocations

Region	EFE #	Regional Delivery System/Education for Employment System	Perkins
C-GO	010	Chicago Public Schools	8,362,737
SCL	020	NSERVE	552,769
	030	Des Plaines	557,181
	040	Morton Regional System	432,240
	050	Moraine Area Career System	675,182
	060	Career Prep. Network	451,094
	065	Career Dev. System	718,216
	070	Northwest Suburban	667,913
	080	Lake County	985,660
Reg 1	090	DACES	1,063,495
	100	TREES	734,117
	110	Northern Kane	602,872
	120	KARVES	261,812
	130	VALEES	525,669
	140	McHenry	298,920
Reg 2	150	CEANCI	688,146
	160	Eagle Ridge	58,743
	170	Kishwaukee Education Cons.	119,664
	185	Tri-County/Quad City	415,214
	190	SRAVTE	223,837
	200	CIVEC	67,167
	220	CareerTEC	80,857
	230	Whiteside Voc. System	186,880
Reg 3	240	West Central	153,395
	250	Two Rivers	93,261
	265	Western Area Career System	154,270
	280	Delabar	147,397
	290	Lincolnland	73,691
	300	P.E.R.F.E.C.T	356,347

Federal Fiscal Year 2008/State Fiscal Year 2009 Secondary Perkins Allocations

Region	EFE #	Regional Delivery System/Education for Employment System	Perkins
	310	R.O.C.T.E.	373,559
	320	Tazewell Area EFE	234,504
Reg 4	330	Champaign- Ford	277,944
	340	Eastern Illinois	274,513
	350	McLean-DeWitt	235,438
	370	Iroquois	40,047
	380	Livingston	70,139
	390	Heartland	290,127
	400	Vermilion	212,572
Reg 5	410	Bond/Fayette/Effingham	82,250
	425	Central Illinois Rural Region	120,345
	430	Christian-Montgomery	115,782
	450	Madison County	473,148
	460	St. Clair County	311,426
	470	East St. Louis	220,049
	550	Okaw	106,347
Reg 6	480	Five County	169,476
	490	Clay/Jasper/Richland	81,181
	495	Marion/Clinton/Washington	154,141
	500	Twin Rivers	68,054
	520	Rend Lake	110,609
	525	Franklin County	92,885
	535	Ohio & Wabash Valley	191,362
	540	Jackson/Perry	146,511
	560	Williamson County	119,758
		Total Perkins	24,283,113
Note - These allocations include an additional $1,385,632 in carryover dollars.			

APPENDIX L

Illinois Community College Board

FISCAL YEAR 2009 POSTSECONDARY PERKINS ALLOCATIONS

Community College	2005-2006 Pell Count	2006-2007 Pell Count	Change	FY 2008 Final Allocation	FY 2009 Final Allocation
BLACK HAWK COLLEGE	2,388	2,350	(38)	$441,296	$439,489
CARL SANDBURG COLLEGE	1,376	1,267	(109)	$254,281	$236,950
CITY COLLEGES OF CHICAGO	19,143	18,956	(187)	$3,537,577	$3,545,087
DANVILLE AREA COMMUNITY COLLEGE	950	985	35	$175,558	$184,211
DUPAGE, COLLEGE OF	3,208	3,256	48	$592,830	$608,926
ELGIN COMMUNITY COLLEGE	1,523	1,469	(54)	$281,446	$274,727
HARPER COLLEGE, WILLIAM RAINEY	1,982	1,946	(36)	$366,268	$363,934
HEARTLAND COMMUNITY COLLEGE	1,431	1,341	(90)	$264,445	$250,789
HIGHLAND COMMUNITY COLLEGE	832	756	(76)	$153,751	$141,385
ILLINOIS CENTRAL COLLEGE	2,860	3,006	146	$528,521	$562,172
ILLINOIS EASTERN COMMUNITY COLLEGES	1,615	1,501	(114)	$298,448	$280,712
ILLINOIS VALLEY COMMUNITY COLLEGE	1,014	920	(94)	$187,385	$172,055
JOHN A. LOGAN COLLEGE	1,690	1,663	(27)	$312,308	$311,009
JOHN WOOD COMMUNITY COLLEGE	1,185	1,134	(51)	$218,985	$212,077
JOLIET JUNIOR COLLEGE	1,777	1,983	206	$328,385	$370,854
KANKAKEE COMMUNITY COLLEGE	810	927	117	$149,686	$173,364
KASKASKIA COLLEGE	1,425	1,461	36	$263,336	$273,231
KISHWAUKEE COLLEGE	1,020	1,047	27	$188,493	$195,806
LAKE COUNTY, COLLEGE OF	2,069	1,851	(218)	$382,346	$346,168
LAKE LAND COLLEGE	1,665	1,602	(63)	$307,688	$299,601
LEWIS & CLARK COMMUNITY COLLEGE	1,824	1,787	(37)	$337,070	$334,199
LINCOLN LAND COMMUNITY COLLEGE	1,917	1,951	34	$354,257	$364,869
MCHENRY COUNTY COLLEGE	746	747	1	$137,859	$139,701
MORAINE VALLEY COMMUNITY COLLEGE	2,563	2,529	(34)	$473,636	$472,965
MORTON COLLEGE	1,637	1,613	(24)	$302,513	$301,658
OAKTON COMMUNITY COLLEGE	1,330	1,312	(18)	$245,781	$245,366
PARKLAND COLLEGE	2,404	2,160	(244)	$444,253	$403,956
PRAIRIE STATE COLLEGE	1,846	1,957	111	$341,136	$365,991
REND LAKE COLLEGE	1,097	1,099	2	$202,723	$205,531
RICHLAND COMMUNITY COLLEGE	976	1,010	34	$180,362	$188,887
ROCK VALLEY COLLEGE	1,877	1,694	(183)	$346,865	$316,806
SAUK VALLEY COMMUNITY COLLEGE	878	960	82	$162,252	$179,536
SHAWNEE COMMUNITY COLLEGE	1,192	1,143	(49)	$220,279	$213,760
SOUTH SUBURBAN COLLEGE	4,520	4,246	(274)	$835,284	$794,072
SOUTHEASTERN ILLINOIS COLLEGE	712	678	(34)	$131,576	$126,797
SOUTHWESTERN ILLINOIS COLLEGE	3,701	3,766	65	$683,935	$704,305
SPOON RIVER COLLEGE	629	617	(12)	$116,238	$115,389
TRITON COLLEGE	2,311	2,276	(35)	$427,067	$425,650
WAUBONSEE COMMUNITY COLLEGE	879	729	(150)	$162,437	$136,335
Total	83,002	81,695	(1,307)	$15,338,556	$15,278,320

Award Total	$15,278,321
Total Pell Count	81,695
Rate per Pell Count	$187.02