

PART B: NARRATIVE PERFORMANCE INFORMATION

Each State must address all the items below and, to the extent possible, use bullets, tables, and charts to summarize key points of its performance in the past program year. The entire narrative report must not exceed 20 pages.

1. Implementation of State Leadership Activities

Section 124(b) and (c) of Perkins IV describe the required and permissible uses of State leadership funds, respectively. Provide a summary of your State’s major initiatives and activities in each of the required areas, as well as any of the permissible areas that your State has chosen to undertake during the program year.

a. Required Uses of Funds

Conducting an assessment of the vocational and technical education programs funded under Perkins IV.

Secondary–Performance Information System	Postsecondary–Performance Information System
Examines student progress aggregated into a wide variety of configurations.	Examines student progress aggregated into a wide variety of configurations.
Uses locally entered student records.	Uses locally entered student records.
Uses state matching to administrative databases to identify student results for each Perkins sub-indicator.	Uses state matching to administrative databases to identify student results for each Perkins sub-indicator.
Assesses the needs and outcomes of demographic and programmatic subpopulation.	Postsecondary subrecipients use data to assess the needs of subpopulations.
Education for Employment Regional Delivery Systems use results of the state’s performance report to access core indicators and approve local CTE programs. Results used for development and revision of regional career and technical education plans.	Community colleges use results of the state’s performance related to core indicators. Data are used for development and revision of local career and technical education plans.
ISBE principal consultants worked directly with subrecipients to assess local program strengths.	ICCB regional consultants worked directly with subrecipients to assess local program strengths.

Developing, improving, or expanding the use of technology in career and technical education.

Secondary	Postsecondary
Provided school districts with up-to-date technological tools to track and report data.	Perkins Postsecondary Performance Enhancement Grants–program evaluation and improvement system.
Continued modification of tools to comply	Continuous Quality Improvement Grant

with grant requirements.	supported systematic program evaluation and improvement related to CTE.
Technology integration in district/school improvement plans, curriculum and instruction and all state and local initiatives.	Performance Enhancement Grant assisted in the development, implementation, and improvement of computerized automated degree and certificate auditing systems, which help to recognize and promote student success.
Online assessments that measure 21 st century learning goals.	Innovation Grant enhanced quality CTE programs.
Ensure that technology benefits high-risk, high-poverty students and schools.	Ensure that technology benefits high-risk, high-poverty students and colleges
Professional development for pre-service and in-service teachers and other educators.	
Enable teachers and other educators to integrate technology.	
Expansion of high-quality e-learning (online).	
Expansion of the Illinois Virtual High School.	Expansion of Illinois Community College Online.
Continued dedication funding for technology.	Continued dedicated funding for technology.

Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

- Special Populations–Illinois State University received grant funds for the Illinois Center for Specialized Professional Support (ICSPPS) to implement activities. ICSPPS provided support in the following areas:
 - The New Look Project provides professional development and technical assistance to secondary and postsecondary career and technical educators in identifying and strengthening aspects of their programming for all special population learners.
 - The ICSPPS website (<http://www.icspss.ilstu.edu>) provides comprehensive access to resources, information, and assistance.
 - The improved CTE Networking Directory 2007-2008 assists Perkins professionals with collaboration and coordination.
 - The NTO Self-Study Guide and Special Populations Self-Assessment enables organizations to identify strengths and challenges in the recruitment, retention, and placement of students in nontraditional careers.
 - *The Civil Rights Self-Assessment: A Tool for Illinois Education Community* is a tool to assist in understanding the requirement of the legislation to provide an equitable learning environment.
 - The Forum for Excellence is for CTE stakeholders to foster collaboration and innovation to meet Perkins measures.
 - The “Ask the Expert” workshop series provided comprehensive professional development on special populations learners.

- Illinois University Council–Illinois State University received grant funds to implement activities and provide support in the following areas:
 - Collaboration with classroom teacher, education for employment directors, the Illinois State Board of Education, guidance counselors, parents, and school administrators regarding CTE initiatives;
 - Funding Council members for professional development experiences;
 - Promoting and supporting collaborative research with deliverable outcomes among CTE professionals, which can influence the practices of Illinois CTE programs;
 - Designing and delivering professional development activities for pre-service CTE teachers focusing on CTE critical issues; and
 - Promoting web presence for Illinois CTE.
- The Forum for Excellence, which provides technical assistance and professional development to local projects, CTE administrators, Perkins coordinators, and Tech Prep leadership.
- More than 30 workshops on supporting the success of special population.
- Southern Illinois University to organize opportunities for community college and university faculty and staff to learn more about career paths for associate to baccalaureate degrees and to inform and engage students in exploring career paths in their respective disciplines.
- The Regional Collaboration Grant, which supported innovative regional professional development.

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

Secondary	Postsecondary
HSTW Initiative provided funding to assist in integrating and upgrading the rigor of academic and CTE studies.	
Curriculum Revitalization Initiative develops and disseminates revitalized CTE curriculum in all content areas.	Illinois Center for Specialized Professional Support New Look Project focused on the integration of academics and CTE.
Education for Employment Regional Delivery Systems system must develop plans, course approvals, and individual budgets to include academic and CTE programs for improving student performance to the core indicators.	ICCB developed plans, course approvals, and individual budgets to include academic and CTE programs for improving student performance to the core indicators.
University of Illinois Project Lead the Way brings exposure of engineering concepts to students in middle and high schools.	
Marquette Consortium provides CTE students with an up-to-date curriculum to assist them in academic and CTE integration.	
National Consortium on Health Science and Technology Education is a national partnership with a vested interest in health science	

technology education that works to stimulate creative and innovative leadership for ensuring a well-prepared healthcare workforce.	
Consortium for Center to Advance the Teaching of Technology & Science is responsible for professional development, curriculum development, and research-related projects, and provides the profession with a special focus on the classroom teacher with standards-based curriculum through the national model program, Engineering by Design.	

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

Secondary	Postsecondary
Illinois Nontraditional Training and Employment Statewide Resource Center provides resources on gender equity and nontraditional careers.	Illinois Center for Specialized Professional Support for the New Look Project provides grants to colleges for innovative programs related to non-traditional employment and training.
The Gender Equity Advisory Council works to advise and consult with ISBE in all aspects relating to ensuring that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency.	The Gender Equity Advisory Council ensures that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency.
Illinois State University-State Leadership Activities funds were provided to implement activities to expand the knowledge and skills of professionals working with special populations and nontraditional training and employment and to coordinate Statewide STEM equity leadership team activities (NAPE NSF Project).	
National Alliance for Partnership in Equity Consortium provides a network of collaborations to assist in improving the achievement of student and special populations in secondary and postsecondary programs that lead to high-skill, high-wage, and nontraditional careers. As a member state, equity professionals throughout Illinois have	

the opportunity to gain technical assistance with implementation using Perkins, educational materials that promote equitable learning environments, research documents, and data analysis reports to have an impact on public policy and local program improvement.	
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Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study.

Secondary	Postsecondary
Continuation of the Education for Employment Regional Delivery Systems districts to ensure that the CTE curriculum is aligned to meet state academic standards and CTE standards and skills.	Continuation of the Illinois Community College districts to ensure that the CTE curriculum is aligned to meet state academic standards and CTE standards and skills.
University Council on Career and Technical Education worked to sustain and strengthen relationships between and among ISBE and all public institutions of higher education that prepare teachers and counselors in workforce development and/or CTE.	
Education for Employment Regional Delivery Systems work with advisory councils that include business, industry, and labor to develop programs of study and ensure that skills are up to date.	

Serving individuals in State institutions.

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

- Correctional Institutions
 - Life Skills Centers facilitate the re-entry of released individuals into the workforce by providing services so they can obtain gainful employment.
 - Referrals to the Life Skills program are made from coordinators at each adult and juvenile IDOC facility.
 - The correctional education system provides standardized vocational programs through the approval of ICCB.
 - The Illinois Department of Corrections funded several nontraditional training programs, including culinary arts, cosmetology, and dog training/grooming.
- Institutions for Individuals with Disabilities

- The Illinois Department of Human Services, Office of Rehabilitation Services (ORS) Education for Employment Delivery System is composed of three residential facilities administered and operated by ORS.
- The Illinois Department of Human Services, Office of Mental Health and Development Disabilities, is composed of 12 residential educational facilities and continues to target program completion and employment.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations.

- Illinois State University-State Leadership Activities funds were provided to the Illinois Center for Specialized Professional Support to implement activities that expand the knowledge and skills of professionals working with special populations and nontraditional training and employment.
- Each Education for Employment Regional Delivery Systems system and ICCB submit to ISBE narrative plan and budgets that indicate support for programs targeting special populations that lead to high-skill, high-wage earners.
- Labor market information developed by the Illinois Department of Employment Security is required for programs for approval to ISBE and ICCB.
- Thirty workshops were conducted to support the success of special populations provided by the ICSPS.

Offering technical assistance for eligible recipients.

Secondary	Postsecondary
Illinois Student Information System grant provides a means of data collection for secondary CTE programs addressing the existing accountability requirements and provides training and materials for users and technical support for software.	
ISBE principal consultants provided technical assistance aimed at promoting local program development and innovation.	ICCB staff and regional consultants provided technical assistance aimed at promoting local program development and innovation.
ICSPS grant provides training and technical assistance for secondary Perkins personnel who facilitate the improvement of performance of special populations learners.	Forum for Excellence provides technical assistance to local projects for professional development.
Southern Illinois University Nontraditional grant provides resource materials and training to teachers, administrators, and counselors on nontraditional careers and gender equity in the classroom.	ICSPS supports local projects statewide with direct technical assistance on special populations.
Southern Illinois University Curriculum Revitalization grant provides quality curriculum and instructional improvement	Office of Community College Research and Leadership supports local projects statewide with direct technical assistance on programs of

resources to Illinois educators.	study.
Perkins IV Technical Assistance grant provides resources to assist in the development of sample programs of study that may be adopted by the LEA and postsecondary institutions.	
Illinois Department of Employment Security maintains, updates, and disseminates the career information delivery systems and provides specific products and services that support, improve, and enhance career exploration and technical education programs.	Illinois Department of Employment Security maintains, updates, and disseminates the career information delivery systems and provides specific products and services that support, improve, and enhance career exploration and technical education programs.
ISBE hosted a series of regional meetings to address the needs of local projects as they prepared their annual plans.	ICCB hosted a series of regional meetings to address the needs of local projects as they prepared their annual plans.

b. Permissible Activities

Improving career guidance and academic counseling programs.

- The Illinois Department of Employment Security maintains, updates, and disseminates the career information delivery systems and provides specific products and services that support, improve, and enhance career exploration and technical education programs.
- ISBE provides resources to the Illinois Department of Employment Security to maintain, update, and disseminate the career information delivery system of the Illinois Career Resource Network and to provide specific products and services to ISBE and all its constituents, especially elementary and secondary youth, in order to support, improve, and enhance career awareness, exploration, and guidance programs in Illinois. The Illinois Career Information System (CIS), Career Click, and CIS Junior will be maintained, updated, enhanced, and made available via the Internet. Activities to promote the availability of career information products and services will target students, parents, educators, business, and labor. Presentations and training sessions on the use of these products and other career information tools will be delivered along with other technical assistance for ISBE staff and local customers of these systems.

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.

- Articulation agreements through the Education for Employment Regional Delivery Systems, local high schools, and postsecondary institutions assist with facilitating 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 articulation process for a variety of instructional programs.

Supporting initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate programs.

- Joint planning that includes secondary and postsecondary representatives 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.

- The Programs of Study Initiative aligns secondary education, community colleges, and four-year institutions through:
 - Seamless transition
 - Reduced remediation
 - Non-duplicated courses
 - Integrated academic and CTE curricula
 - Standards-based curricula aligned with industry credentials and/or certification
 - Dual credit opportunities
 - Career and professional development
 - Articulation agreements
 - Partnerships and collaboration
 - Continuous improvement
- Dual or concurrent enrollment ensures involvement of all the appropriate agencies identifying responsibilities and resources that can be shared to ensure expanded opportunities, efficiency, and quality of the programs. The Illinois Articulation Initiative is a statewide effort to coordinate the articulation process for a variety of instructional programs.

Supporting career and technical student organizations.

Secondary	Postsecondary
Education for Employment Regional Delivery Systems and community colleges work to support activities that are an integral part of the CTE instructional program.	Education for Employment Regional Delivery Systems and community colleges work to support activities that are an integral part of the CTE instructional program.
Each occupational area of the Career and Technical Student Organization has a representative on the Curriculum Revitalization Initiative project.	

Supporting public charter schools operating career and technical education programs.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.

- Joint planning that includes secondary and postsecondary representatives 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.
- Experience in and understanding of all aspects of the industry are required, including alignment with industry certifications where available and appropriate.
- In addition to technical skills and industry certifications, approved program content must reflect the integration of academic and workplace skills. Curricula must be aligned with the *Illinois Learning Standards* and industry certifications, when available. Dual enrollment,

dual credit options are encouraged in coordination with ICCB and are viable as part of the program approval process.

Supporting family and consumer sciences programs.

- Pre-Professional Assessment and Certification Consortium of States to support development of pre-professional competencies for family and consumer sciences careers.

Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.

- Not Applicable

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

- Joint planning that includes secondary and postsecondary representatives 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.
- 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 to implement the Programs of Study Initiative.
- Perkins funds are used to purchase up-to-date instructional materials. State and local curriculum development will use the latest technology in terms of instructional content and instructional delivery.

Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under section 135(c) (19) of Perkins IV.

- Not Applicable

Providing activities to support entrepreneurship education and training.

- Consortium for Entrepreneurship Education and Illinois Institute for Entrepreneurship Education provides professional development and curriculum support to CTE leaders in Illinois.

Providing career and technical education programs for adults and school dropouts to complete their secondary school education.

- Not Applicable

Providing assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.

- Not Applicable

Developing valid and reliable assessments of technical skills.

- Pre-Professional Assessment and Certification Consortium of States to support development of pre-professional competencies for family and consumer sciences careers.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

- The ISIS administrative software application is modified biannually to provide more user-friendly interaction and to meet the requirements of Perkins IV. Twice a year users receive training on the new modifications.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.

- Not Applicable

Supporting occupational and employment information resources.

- ISBE provides resources to the Illinois Department of Employment Security to maintain, update, and disseminate the career information delivery system of the Illinois Career Resource Network and to provide specific products and services to ISBE and all its constituents, especially elementary and secondary youth, in order to support, improve, and enhance career awareness, exploration, and guidance programs in Illinois. The Illinois CIS, Career Click, and CIS Junior will be maintained, updated, enhanced and made available via the Internet. Activities to promote the availability of career information products and services will target students, parents, educators, business, and labor. Presentations and training sessions on the use of these products and other career information tools will be delivered along with other technical assistance for ISBE staff and local customers of these systems.

2. Progress in Developing and Implementing Technical Skill Assessments

Section 113(b) of Perkins IV describes the core indicators of performance for CTE students for which each state is required to gather data and report annually to the Department. Among the core indicators is student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See section 113(b)(2)(A)(ii) of Perkins IV.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every CTE program area and for every CTE student, the Department asked each state to identify in Part A, Section VI (Accountability and Evaluation), of its new Perkins IV State Plan: 1) the program areas for which the state had technical skill assessments, 2) the estimated percentage of students who would be reported in the state's calculation of CTE concentrators who took assessments, and 3) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future. Please provide an update, using the chart below, <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.doc> on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

To help Illinois collect data for reporting Perkins IV Core Indicator 2S1, Illinois will assess CTE students using ACT WorkKeys tests (Applied Mathematics and Reading for Information). The program areas that are being addressed for technical skills attainment are the following career clusters: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio/Video Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics. Approximately 90 percent of the Illinois CTE student concentrators were reported having taken the technical skills attainment assessment. Illinois is currently using all of the 16 career clusters and plans to increase the number of students reported by using a better data-capturing system.

3. Implementation of State Program Improvement Plans

Section 123(a) (1) of Perkins IV requires each State, that fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3) of Perkins IV, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under section 113(c)(2) of Perkins IV. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the State failed to meet its State adjusted levels of performance for any of the core indicators of performance.

Please review your State’s accountability data in Part D of this report. If your State failed to meet at least 90 percent of a State-adjusted level of performance for any of the core indicators of performance under section 113 of Title I of the Act, please provide a State program improvement plan that addresses, at a minimum, the following items:

- The core indicator(s) that your State failed to meet at the 90 percent threshold.**
- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.**
- The action steps which will be implemented, beginning in the current program year, to improve the State’s performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.**
- The staff member(s) in the State who are responsible for each action step.**
- The timeline for completing each action step.**

The three required secondary measures exceed 90 percent of the threshold. Reporting on postsecondary measures is not required during the transition year.

4. Implementation of Local Program Improvement Plans

Section 123(b)(1) of Perkins IV requires each State to evaluate annually, using the local adjusted levels of performance described in section 113(b)(4) of Perkins IV, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act).

Section 123(b)(2) of Perkins IV further requires that if the State, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4) of Perkins IV, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under section 113(b)(4)(C)(ii)(II) of Perkins IV. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted level of performance for any of the core indicators of performance.

Review the accountability data submitted by your State's eligible recipients. Indicate the total number of eligible recipients that failed to meet all the applicable level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

ISBE Secondary Perkins applies statistical methodology in determining the local adjusted levels of performance that aligns with the determination of Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act. Schools or LEAs should meet the same levels of performance as states, which allows meeting at least 90 percent of an agreed-upon level of performance. If an eligible recipient failed to meet at least 90 percent of an agreed-upon level of performance for any of the core indicators of performance, ISBE will apply the 95 percent confidence interval of the targeted level of performance for those eligible recipients. The Safe Harbor method will be applied to all subgroups to assist schools or LEAs to meet the state-applied level of performance based on their growth of the improved performance in any of the core indicators.

If ISBE, after completing its evaluation, determines that an eligible recipient failed to meet all of the remedial processes based on the level of performance-for any of the core indicators of performance, the eligible recipient shall submit and implement the program improvement plan, with special consideration given to performance gaps. The local improvement plan must be completed and implemented in consultation with appropriate agencies, individuals, and organizations.

ISBE will disseminate performance data over the past four years, along with state indicators, to each eligible recipient. The reports will consist of separate reports for each core indicator. The reports will show the local and state cohorts and disaggregated information by CTE program area, gender, special population, and other categories. The performance level for four years will be included to show the rate of improvement over multiple years. The state reports will also show the number of entities that meet or fail the level of performance.

5. Tech Prep Grant Award Information

Section 205 of Perkins IV requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the State. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

Review the accountability data submitted by your State's consortia as described in section 203(e) of Perkins IV. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, number of years the consortia missed the indicators).

Illinois Tech Prep Consortia are provided an annual allocation of federal title funds based on 1) the number of high schools in each consortia and 2) the number of secondary teachers at each high school.

Each year ICCB releases the Annual Grant Guidelines for Perkins, Title II projects. The 40 local consortia are required to write their annual grant plans to comply with these guidelines. In FY08, one original and three copies of the FY08 Tech Prep program proposal were submitted to ICCB by May 14, 2007. The following five items were required to be completed and included as part of the FY08 Tech Prep Consortium proposal:

1. Grant Proposal Cover Sheet
2. Project Profile Worksheet
3. Tech Prep Annual Plan Worksheets
4. FY08 Tech Prep Consortium Budget Worksheet
5. FY08 Transit Entity Annual Plan and Budget Worksheets

Upon receipt of the complete proposals—

1. The consortium directors received e-mail messages confirming that all components were received and being evaluated.
2. ICCB staff reviewed the proposals. Each individual grant plan was reviewed by at least two ICCB staff members and/or regional CTE consultants. ICCB then contacted the consortium directors to:
 - a) request more specific information, clarification, and/or supporting data, or

- b) confirm that the proposals had been approved as submitted.
- 3. Following staff approval, ICCB forwarded to the consortium directors final grant agreement forms, which included:
 - 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 forms were signed by the official of the fiscal agent authorized to submit the proposal (e.g., community college president, superintendent, or board officer) and returned to ICCB in order to activate the grant. Audits are based on the information provided in the signed grant agreement.

ICCB has implemented the Tech Prep Evaluation System (TPES), a systematic, statewide process composed of a local proposal and budget development process linked to outcomes assessment and continual improvement, the monitoring of Tech Prep enrollments and outcomes, an onsite review and improvement process, a website, and annual final programmatic reports. The improvements observed provide a foundation upon which Illinois will build a coordinated data system, as required in Perkins IV, that tracks student and program outcomes from the secondary to postsecondary level and beyond. Below are examples of effectiveness in various areas:

- Illinois Title II Assessment Results:
 - High School Programs–The number of high school Tech Prep programs fluctuated from 15 to 18 in each secondary site. These results are based on at least 93 percent of the consortia reporting data for all five fiscal years.
- High School Enrollment and Graduation–The number of high school students who participated in Tech Prep programs was 29,738.
- Dual and Articulated Credits–Approximately all consortia reported students earning credit via dual credit courses and 85 percent of all consortia reported students earning credit via articulated credit.
- First-Year College Enrollment–The number of Tech Prep students who matriculated to the community program ranged from 81 to 151 in any given year.
- Remediation in College–The percentage of first-year college Tech Prep students who took at least one remedial course ranged from 39 to 42.
- Second Year College Enrollment–The enrollment of postsecondary Tech Prep students who are in their second year in a Tech Prep program of study ranged from 60 to 73 in any given year.
- Curriculum Reform: Existing Initiatives–Five curriculum reform efforts were identified by the vast majority of consortia as evident in high schools within the consortia:
 - Supplement existing vocational-technical courses with academic content.
 - Supplement existing academic courses with vocational-technical content.
 - Add applied curriculum (commercially or locally developed) to the existing curriculum.
 - Coordinate academic and vocational-technical courses by sequencing and reinforcing related content, often through block scheduling.
 - Organize academic and vocational-technical courses around occupational/career clusters.

- Curriculum Reform: Emergent Initiatives—Four reforms showed the highest percentage of increase at the high school and the community college levels:
 - Provide “academies” combining courses from vocational-technical areas and math, science, communication, and other academic areas.
 - Supplement existing academic courses with vocational-technical content.
 - Coordinate academic and vocational-technical courses by sequencing and reinforcing related content, often through block scheduling.
 - Replace parts of the existing curriculum with applied academic courses.

Tech Prep-Funded Consortia

P Con. #	Tech Prep Consortium	FY08 Allocation
7070	Career Development System	\$86,801
7060	Career Preparation Network	\$64,892
5080	CCC/CPS	\$495,550
5070	Danville	\$62,167
7100	DAOES/COD	\$202,395
7030	Des Plains Valley TP	\$76,427
5090	Elgin CC TP	\$96,243
7470	ESL Regional Voc. System	\$47,399
7540	Franklin Co. Reg. Del. TP	\$66,591
7360	Heartland/McLean/DeWitt	\$88,675
7390	Heartland Region TP/Richland	\$66,018
5190	Highland Area TP	\$68,434
1000	IDHS/ORS	\$41,652
5290	IL Eastern TP Cons.	\$74,974
5130	Ill. Valley/SRAVTE	\$71,237
5300	John A. Logan TP	\$65,244
5250	Joliet J.C/TREES	\$133,993
5200	Kankakee/Iroquois TP	\$68,703
5010	Kaskaskia	\$65,774
7180	Kishwaukee Education TP	\$57,769
7090	Lake Co. AVS	\$157,765
5170	Lakeland/EIEFES	\$108,671
5260	Lincoln Land TP Partner.	\$132,217
5280	McHenry Co. TP	\$82,232
7050	Moraine Area Career System	\$90,137
7040	Morton Region TP Cons.	\$50,046
5120	N.W. Suburban ETC	\$129,322
7020	NSERVE Region TP Con.	\$107,962
7340	Parkland College TP	\$93,815
7220	Quad City/Tri County	\$93,987
5360	River Bend TP/Lewis & Clark	\$94,211
5110	RVC/CEANCI	\$103,097
5060	Sauk Valley/WHTSD	\$65,612
5310	Shawnee TP	\$56,733
7555	Southeastern Ill. TP Cons	\$58,476

P Con. #	Tech Prep Consortium	FY08 Allocation
5220	Southwestern IL TP	\$108,844
5140	Tech Prep for Central Illinois	\$131,066
7140	VALEES	\$91,741
7280	West Central Illinois	\$108,046
7250	West Central Reg/J. Wood	\$62,441
	Total	\$3,927,359

Illinois will build a coordinated data system, as required in Perkins IV, that tracks student and program outcomes from the secondary to postsecondary level and beyond.