

PART B: NARRATIVE PERFORMANCE INFORMATION

This Section is based on the information collection submission made by the U.S. Department of Education, Office of Vocational and Adult Education (OMB No. 1830): Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006.

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 (July 1, 2011 through June 30, 2012). 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 subpopulations.	Postsecondary subrecipients use data to assess the needs of subpopulations.
Education for Employment Regional Delivery Systems use results of the state performance report to access core indicators and approve local CTE programs. Results are used for development and revision of regional career and technical education plans.	Community colleges use results of the state performance report related to core indicators. Data are used for development and revision of local CTE plans.
ISBE staff 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.	ICCB CTE Innovation Grants provided resources to help 1) improve CTE student outcomes, 2) strengthen the connections between secondary and postsecondary CTE programs, 3) improve local accountability.
Continued modification of tools to comply with grant requirements.	Expanded Illinois Community College Online.
Provided technology integration in district/school improvement plans, curriculum and instruction, and all state and local initiatives.	Continued dedicated funding for technology.
Continued dedicated funding for technology.	Ensured that technology benefits high-risk, high-poverty students and colleges.
Provided expansion of high-quality e-learning (online) through the Curriculum Revitalization Project.	ICCB Regional Network Grants are designed to ensure that community college CTE programs focus on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability.
Provided professional development for pre-service and in-service teachers and other educators.	ICCB used the Illinois Programs of Study Expectations Tool as an interactive instrument to help educational partners ensure they are meeting the federal Program of Study requirements and the high standards set in Illinois.
Enabled teachers and other educators to integrate technology.	ICCB continued the Pathways to Results initiative, which focuses on improving student transition results by developing metrics, methods, and tools that community colleges and Partnerships for College and Career Success may use to continually improve the results obtained by students in these career pathways.
	ICCB funded Programs of Study Local Implementation Grants to provide resources to support local efforts to develop, improve, and implement aligned Programs of Study; contribute to improvements in equity and outcomes for students; and evaluate solutions based on previously completed work.

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.

- Illinois State University received grant funds for the Special Populations in CTE Leadership project to provide statewide professional development activities. Support was provided in the following areas:
 - Micro Messaging; How Student Enterprise Can Boost Enrollment of Special Populations.
 - A project website (www.illinoiscte.org), and Facebook® and Twitter® electronic pages were developed to provide access to resources, information, and assistance.
 - The Illinois Special Populations Professional Development Tool continues to be available as a self-guided process through the special populations with basic information and resources. (<http://icsps.ilstu.edu/icsps/spdd/>) The interactive tool is arranged in modules devoted to each of the special populations.
 - “The World is Like a Mirror You See?” workshops engaged pre-service university students in CTE programs in creating equitable learning environments and basic introductions to special populations definitions.
 - EFE Directors Meeting: The DREAM meeting provided data trend analysis, social media frameworks, STEM learning exchanges, and a seminar on Racial Justice.
- More than 15 workshops were presented on supporting the success of special populations, nontraditional occupation development, in addition to a webinar on nontraditional best practices.
- An online Illinois Special Populations Professional Development Tool was developed to enhance the resources available to CTE teachers and assist in the success of special populations learners in the CTE classroom. The interactive tool is arranged in modules devoted to each of the special populations.
- Illinois University Council–Illinois State University received grant funds to implement activities and provide support in the following areas:
 - Collaborating with classroom teachers and other state-based stakeholders 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.
 - Promoting web presence for Illinois CTE.
- Southern Illinois University received grant funds to organize opportunities for community college and university faculty and staff to learn more about career paths articulation from secondary to associate to baccalaureate degrees and to inform and engage students in exploring career paths in their respective disciplines.
- ICCB Regional Network Grants are designed to ensure that community college CTE programs focus on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability.

- ICCB used the Illinois Programs of Study Expectations Tool as an interactive instrument to help educational partners ensure they are meeting the federal Program of Study requirements and the high standards set in Illinois.

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
The HSTW initiative provided funding to assist in integrating and upgrading the rigor of academic and CTE studies.	The ICCB CTE Innovation Grant includes a goal to strengthen the connections between secondary and postsecondary CTE programs, including the development, implementation, expansion, and/or assessment of community college CTE Programs of Study.
The Curriculum Revitalization Project develops and disseminates revitalized CTE curricula in all content areas.	The Illinois Center for Specialized Professional Support New Look Project focused on the integration of academics and CTE.
Education for Employment Regional Delivery Systems continue to develop plans and approve courses and individual budgets to include academic and CTE programs for improving student performance in alignment with the core indicators.	ICCB developed plans, course approvals, and individual budgets to include academic and CTE programs for improving student performance in alignment with the core indicators.
The University of Illinois Project Lead the Way provides exposure to engineering and biomedical concepts for students in middle grades and high schools.	ICCB Regional Network Grants are designed to ensure that community college CTE programs focus on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability.
The STEM Center for Teaching and Learning is responsible for professional development, curriculum development, and research-related projects, and provides the profession with a special focus on the classroom teacher through a standards-based curriculum provided through the national model program, Engineering by Design.	ICCB used the Illinois Programs of Study Expectations Tool as an interactive instrument to help educational partners ensure they are meeting the federal Program of Study requirements and the high standards set in Illinois.
	ICCB funded Programs of Study Local Implementation Grants to provide resources to support local efforts to develop, improve, and implement aligned Programs of Study; contribute to improvements in equity and outcomes for students; and evaluate solutions based on previously completed work.

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
<p>Illinois is a member state of the National Alliance for Partnership in Equity, a consortium of organizations working in collaboration to create equitable and diverse classrooms and workplaces. 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.</p>	<p>The Illinois Center for Specialized Professional Support for the New Look Project provides grants to colleges for innovative programs related to nontraditional employment and training.</p>
<p>The Gender Equity Advisory Committee works to advise and consult with ISBE in all aspects related to ensuring that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency.</p>	<p>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.</p>
<p>Illinois participated in STEM Equity Pipeline webinars and dissemination of information to encourage and support students in high-skill, high-wage occupations.</p>	<p>ICCB developed plans, course approvals, and individual budgets to include academic and CTE programs for improving student performance in alignment with the core indicators.</p>
	<p>The FY12 ICCB Regional Network Grant goal includes identifying model programs and disseminating best practice models among Collaborative members and/or statewide.</p>
	<p>ICCB funded Programs of Study Local Implementation Grants to provide resources to support local efforts to develop, improve, and implement aligned Programs of Study; contribute to improvements in equity and outcomes for students; and evaluate solutions based on previously completed work.</p>

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 ensures that the CTE curriculum is aligned to meet state academic standards and CTE standards and skills.	Continuation of the Illinois Community College districts ensures 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.	ICCB Regional Network Grants are designed to bring together partnerships of regional stakeholders to improve, modernize, and enhance CTE programs at the secondary and postsecondary levels.
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.	ICCB used the Illinois Programs of Study Expectations Tool as an interactive instrument to help educational partners ensure they are meeting the federal Program of Study requirements and the high standards set in Illinois.

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 to assist them with obtaining gainful employment.
 - Referrals to the Life Skills Program are made by coordinators at each adult and juvenile Illinois Department of Corrections 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 and cosmetology.

- Institutions for Individuals with Disabilities
 - The Illinois Department of Human Services, Office of Rehabilitation Services, Education for Employment Delivery System, comprises three residential facilities administered and operated by the Office of Rehabilitation Services.
 - The Illinois Department of Human Services, Office of Mental Health and Developmental Disabilities, comprises 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 implement the Special Populations in CTE Leadership project activities that expand the knowledge and skills of professionals working with special populations and nontraditional training and employment.
- The Special Populations in CTE leadership project conducted nine workshops on supporting the success of special populations, nontraditional occupation development.
- The Special Populations in CTE leadership project provided technical assistance and web-based resources to assist nontraditional participants.

Offering technical assistance for eligible recipients.

Secondary	Postsecondary
ISBE provides training and technical support materials to the users of the Illinois State Course System (ISCS). ISBE continues this student course enrollment system, which replaced the Illinois Student Information System (ISIS). The ISCS collects student course-taking data through the ISBE Student Information System (SIS). This longitudinal data system enables Illinois to track CTE data across multiple years and meet the Perkins IV accountability requirements.	ICCB continued to implement the Pathways to Results initiative, which focuses on improving student transition results by developing metrics, methods, and tools that community colleges and Partnerships for College and Career Success can use to continually improve the results obtained by students in these career pathways.
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.
The Special Populations in CTE leadership project grant provides performance assessment and accountability training, resources, professional development and technical assistance for secondary Perkins personnel who facilitate the performance improvement of special population learners.	The Forum for Excellence provides technical assistance to local projects for professional development. This event serves as the kick-off for the annual professional development agenda. The topics selected for inclusion are followed up with intensive technical assistance support throughout the year.
The Southern Illinois University Curriculum Revitalization grant provides quality curriculum and instructional improvement resources to Illinois educators.	The Illinois Center for Specialized Professional Support supports local projects throughout the state with direct technical assistance on special populations.
The Perkins IV Technical Assistance grant provides resources to assist in the development of sample programs of study that may be adopted by the district and postsecondary institutions.	The Office of Community College Research and Leadership supports local projects throughout the state with direct technical assistance on programs of study.
ISBE participates in a series of regional	ICCB funded grants to support a statewide

Secondary	Postsecondary
meetings to address the needs of local projects as they prepare their annual plans.	professional development infrastructure. The Regional Network Grants are designed to promote collaboration and innovation at the secondary and postsecondary levels.
	ICCB funded Programs of Study Local Implementation Grants to provide resources to support local efforts to develop, improve, and implement aligned Programs of Study, contribute to improvements in equity and outcomes for students, and evaluate solutions based on previously completed work.
	ICCB partnered with the Center for Occupational Research and Development to assess professional development needs related to Programs of Study implementation.

b. Permissible Activities

Improving career guidance and academic counseling programs.

- Not Applicable.

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 between two- and four-year colleges for a variety of instructional programs.
- The purpose of the ICCB Regional Network Grant is to develop an ongoing professional development platform for community college CTE administrators. The intent is to ensure that community college career and technical programs continue to focus effectively on student outcomes, strengthen the connections between secondary and postsecondary education, and improve program accountability.
- ICCB developed the Illinois Programs of Study Expectations Tool as an interactive instrument to help educational partners ensure they are meeting the federal Program of Study requirements and the high standards set in Illinois.

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

- Joint planning that includes secondary and postsecondary representatives is encouraged 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
 - Nonduplicated 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.
- The ICCB Regional Network Grant goal includes identifying model programs and disseminating best practices models among Collaborative members and/or statewide.
- ICCB continued to implement the Pathways to Results initiative, which focuses on improving student transition results by developing metrics, methods, and tools that community colleges and Partnerships for College and Career Success can use to continually improve the results obtained by students in these career pathways.

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.
	ICCB leadership funds are used to support postsecondary chapters of CTE student organizations.

Supporting public charter schools operating career and technical education programs.

- The state supports public charter schools operating approved CTE programs that are part of an Education for Employment region.

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 is encouraged 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 is 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* Incorporating the Common Core 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.

- Illinois did not provide any leadership funding to this activity.

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

- The ICCB Innovation grant was widely used to support partnerships between community colleges and regional business partners.
- ICCB developed the Pathways to Results initiative, which focuses on improving student transition results by developing metrics, methods, and tools that community colleges and Partnerships for College and Career Success can use to continually improve the results obtained by students in these career pathways.
- ICCB funded grants to support a statewide professional development infrastructure. The Regional Collaboration Grants are designed to promote collaboration and innovation between education and business/industry partners.
- ICCB funded Programs of Study Local Implementation Grants to provide resources to support local efforts to develop, improve, and implement aligned Programs of Study, including building partnerships with business partners.

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 is encouraged 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 are encouraged to 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.

- Not Applicable.

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.

- The goal of the ICCB Innovation grant is to develop and/or enhance programs and projects that increase learner access to educational opportunities and services that will enable their success.

Developing valid and reliable assessments of technical skills.

- Not Applicable.

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

- The secondary Illinois State Course System (ISCS) was implemented two years ago and reports are now beginning to be generated from the system. The ISCS is a system designed to allow each school to enroll students in courses (CTE courses) and is tied to state-approved courses. The ISCS is directly linked to the ISBE Student Information System (SIS), a major part of the Illinois Longitudinal Data System (P-20) initiative. With development of the Illinois P-20 enterprise postsecondary and employment data, outcomes will be directly tied to the connection related to the ISBE-assigned unique student identifier.

- In July 2012 an updated ICCB Management Information System (MIS) Manual was issued to the Illinois Community College System. The MIS Manual is the primary source of the postsecondary Perkins student tracking and performance measurement data. Employment outcomes for postsecondary students are generated using the Illinois Department of Employment Security Unemployment Insurance wage records and supplemented with Federal Employment Data Exchange System information. Transfer information is obtained through the National Student Clearinghouse Student Tracker data system (<http://www.studentclearinghouse.org/colleges/Tracker/default.htm>).
- The Illinois Postsecondary Perkins Online Data System (PODS) Web Portal was updated with fiscal year 2011 data. Five years of Perkins performance data are now available. (See <http://iccbdsrv.iccb.org/perfmeasure/home.html>). The ICCB Career and Technical Education Employment Analysis Web Portal is being developed and tested, and will be deployed in spring 2013. Training on PODS was delivered in the four regions of Illinois in spring 2012. Additional training for postsecondary Perkins CTE colleagues on using data for program improvement is being scheduled for spring 2013.
- In Illinois, substantial work continues on the Illinois Longitudinal Data System, which was codified in state legislation <http://www.ilga.gov/legislation/publicacts/96/096-0107.htm>, effective July 20, 2009. Illinois was awarded a federal State Longitudinal Data Systems grant, with a start date of July 1, 2009, and an end date of June 30, 2013. (<http://nces.ed.gov/programs/slids/state.asp?stateabbr=IL>.) Priority components of the Illinois State Longitudinal Data System grant include: 1) Establishing a State Education Data Advisory Group, 2) Developing an ISBE P-12 enterprisewide data architecture, 3) Strengthening data quality through a system of data stewards and enhanced procedures for data auditing, 4) Developing an education enterprise warehouse, 5) Linking the ISBE-assigned unique student identifier (P-12) with postsecondary and employment data, and 6) Using linked data for research and evaluation. Illinois was also awarded a State Longitudinal Data Systems Expansion Grant through June 30, 2013, (<http://nces.ed.gov/programs/slids/state.asp?stateabbr=IL>) that includes the following components: 1) Establishing a Statewide Transcript System for middle and high school students, 2) Integrating student-level data with teacher and administrator data, 3) Continuing expansion and development of postsecondary education data systems, and 4) Developing and implementing an Early Childhood Data Collection System.

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.

- The Curriculum Revitalization Project provides a variety of professional development opportunities to CTE teachers throughout the state to build a network of support, in addition to a website to enhance sharing and support for teachers.

Supporting occupational and employment information resources.

- Not Applicable.

2. Progress in Developing and Implementing Technical Skill Assessments.

Section 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are 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 career and technical education program area and for every career and technical education 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 career and technical education 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 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 91.1 percent of the Illinois CTE student concentrators were reported with valid WorkKeys scores. This increase in the reported data was due to better quality in data collection. Illinois is currently using all of the 16 career clusters and plans to increase the number of students reported by using an improved 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.

Illinois met at least 90 percent of all of the required postsecondary and secondary state Annual Adjusted Levels of Performance (AALP/Goal).

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.

Please review the accountability data submitted by your State's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted 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; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

The following number of eligible recipients failed to meet at least 90 percent of an agreed-upon local adjusted level of performance for the indicators below:

Postsecondary

- **1P1: Technical Skill Attainment**—N=3, or 6 percent of, eligible recipients did not meet at least 90 percent of the 73.01 percent AALP/Goal.
- **2P1: Credential, Certificate, or Diploma Completers**—N=9, or 19 percent of, eligible recipients did not meet at least 90 percent of the 58.51 percent AALP/Goal.
- **3P1: Fall-to-Fall Student Retention or Transfer**—N=29, or 60 percent of, eligible recipients did not meet at least 90 percent of the 48.00 percent AALP/Goal.
- **4P1: Student Placement**—N=6, or 13 percent of, eligible recipients did not meet at least 90 percent of the 67.20 percent AALP/Goal.
- **5P1: Nontraditional Participation**—N=21, or 44 percent of, eligible recipients did not meet at least 90 percent of the 19.67 percent AALP/Goal.
- **5P2: Nontraditional Completions**—N=19, or 40 percent of, eligible recipients did not meet at least 90 percent of the 14.83 percent AALP/Goal.

Secondary

- **1S1: Academic Attainment-Reading/Language Arts**—N=4, or 7.14 percent of, eligible recipients did not meet at least 90 percent of the 40.46 percent AALP/Goal. This agreed-upon adjusted level of performance is based on the NCLB baseline.
- **1S2: Academic Attainment-Mathematics**—N=4, or 7.14 percent of, eligible recipients did not meet at least 90 percent of the 40.20 percent AALP/Goal. This agreed-upon adjusted level of performance is based on the NCLB baseline.
- **2S1: Technical Skill Attainment**—N=1, or 1.79 percent of eligible recipients, did not meet at least 90 percent of the 50.00 percent AALP/Goal.
- **3S1: Secondary School Completion**—N=2, or 3.57 percent of, eligible recipients did not meet at least 90 percent of the 95.00 percent AALP/Goal.
- **4S1: Student Graduation Rate**—N=4, or 3.57 percent of, eligible recipients did not meet at least 90 percent of the 95.00 percent AALP/Goal. This agreed-upon adjusted level of performance is based on the NCLB baseline.
- **5S1: Secondary Placement**—8 or 15.10 percent of eligible recipients did not meet at least 90 percent of the 45.00 percent AALP/Goal.
- **6S1: Nontraditional Participation**—All eligible recipients met at least 90 percent of the 16.50 percent AALP/Goal.
- **6S2: Nontraditional Completion**—All eligible recipients met at least 90 percent of the 14.00 percent AALP/Goal.

The state notes trends, if any, in performance of the eligible recipients who failed to meet one or more indicators.

Postsecondary

- Statewide, Illinois postsecondary actual level of performance exceeded the adjusted level of performance/target on four core measures:
 - 1P1 Technical Skill Attainment
 - 2P1 Credential, Certificate, or Degree Attainment
 - 3P1 Student Retention or Transfer
 - 5P2 Nontraditional Completion

- Statewide, Illinois postsecondary actual level of performance did not exceed the adjusted level of performance/target but met the 90 percent adjusted level of performance threshold on the remaining two core measures:
 - 4P1 Student Placement
 - 5P1 Nontraditional Participation
- The FY2012 postsecondary response is focused on the three core measures where a substantial portion—one quarter or more—of the colleges did not meet 90 percent of the state AALP/Goal and 4P1.
- **Illinois Core Indicator 3P1: Postsecondary Student Retention or Transfer Performance was below the target but met the 90 percent threshold.** Overall, the actual Illinois performance of postsecondary core indicator 3P1: Student Retention or Transfer was 45.39 percent in FY 2012. While the current Illinois performance did not meet 100 percent of the AALP/Target of 48.00 percent, 94.57 percent of the goal was met. The Illinois statewide performance decreased slightly (-1.42 percent), compared with last year. The FY 2012 performance was in line with the three-year average for Illinois (46.65 percent).

On Postsecondary Student Retention or Transfer, female and male students underperformed. During FY 2012, females performed at 46.47 percent, compared with 43.95 percent for males. Hence, female student retention or transfer was 96.81 percent of the AALP/Target, while male student retention or transfer was 91.56 percent.

Overall, minority student retention or transfer (47.46 percent) was higher than retention or transfer by white students (44.56 percent). Overall, minority student retention or transfer was 98.87 percent of the goal in FY 2012, versus 92.84 percent for white students. Minority student populations that met the student retention or transfer goal in FY 2012 were Asian (49.65 percent), Latino (49.60 percent), and Two or More Races (51.70 percent). Minority student populations that were not successful in meeting the student retention or transfer performance goal in FY 2012 were Native American (40.00 percent), Black (44.79 percent), and Pacific Islander (41.67 percent).

Some special population groups were successful in meeting the Student Retention or Transfer performance goal in FY 2012: Limited English proficient students (49.00 percent), nontraditional students (50.80 percent), individuals with disabilities (49.23 percent), and tech prep students (55.95 percent). Special populations that were not successful in meeting the performance goal were: displaced homemakers (38.36 percent), single parents (40.71 percent), and economically disadvantaged students (44.39 percent).

- **Illinois Core Indicator 4P1 Student Placement Performance was below the target but met the 90 percent threshold.** Statewide, Illinois performance for core indicator 4P1 Student Placement was 67.11 in FY 2012, which was 99.87 percent of the AALP/Target of 67.20 percent. Compared with FY 2011, performance increased 1.30 percent. Over the past three years, the average performance level for this indicator in Illinois was 67.33 percent.

Results for FY 2012 show the male placement rate was 61.06 percent, compared with 71.56 percent among females. Males were at 90.98 percent of the AALP/Target versus 106.62 percent of the AALP/Target for females.

Overall, minority students missed the placement target by registering a 59.50 percent placement rate (88.54 percent of AALP). For comparative purposes, the placement rate for white students was 70.55 percent (104.98 percent of AALP). Among minority populations, Hispanic/Latino students were the only group to meet the performance target (69.75 percent, or 103.79 percent of AALP). The remaining minority populations registered placement rates below 90 percent of the AALP/Target: Asian (53.38 percent actual performance and 79.44 percent of AALP), American Indian (57.03 percent actual performance and 84.87 percent of AALP) and Black (55.19 percent actual performance and 82.13 percent of AALP).

Two special population student groups were successful in meeting the performance goal for indicator 4P1: single parents (68.13 percent actual performance and 101.38 percent of AALP) and economically disadvantaged (68.03 percent actual performance and 101.24 percent of AALP). Two groups reported placement rates above the 90 percent threshold: individuals with disabilities (64.89 percent actual performance and 96.56 percent of AALP), and nontraditional enrollees (61.49 percent actual performance and 91.51 percent of AALP). The remaining groups registered placement rates in the mid to upper 80 percent range, compared with the AALP/Target: displaced homemakers (60.27 percent actual performance and 89.69 percent of AALP) and limited English proficient (56.77 percent actual performance and 84.48 percent of AALP).

- **Illinois Core Indicator 5P1: Postsecondary Nontraditional Participation Performance was below the target but met the 90 percent threshold.** Overall, the actual Illinois performance of postsecondary core indicator 5P1: Nontraditional Participation was 19.37 percent in FY 2012. While the current Illinois performance did not meet 100 percent of the AALP/Target of 19.67 percent, 98.46 percent of the goal was met. The Illinois statewide performance increased slightly (0.07 percent) compared with last year. The FY 2012 performance was in line with the three-year average for Illinois (19.44 percent).

On Postsecondary Nontraditional Participation, female students performed well, while males underperformed. During FY 2012, females performed at 27.14 percent, compared with 12.38 percent for males in nontraditional fields for their gender. Hence, female participation was 137.96 percent of the AALP/Target, while male nontraditional participation was 62.94 percent.

Overall, minority student participation in nontraditional programs (23.06 percent) was higher than enrollment by white students (17.48 percent). Overall, minority student participation in nontraditional programs was 117.22 percent of the goal in FY 2012, versus 88.88 percent for white students. All minority student populations met the nontraditional participation goal in FY 2012.

Limited English proficient students participated at the 22.90 percent level and individuals with disabilities participated at the 20.22 percent level; these were the only special population groups that were successful in meeting the Nontraditional Participation performance goal in FY 2012. Special populations that were not successful in meeting the performance goal were: displaced homemakers (17.62 percent), single parents (16.35 percent), tech prep students (17.64 percent), and economically disadvantaged students (19.02 percent).

- **Illinois Core Indicator 5P2: Postsecondary Nontraditional Completion Exceeded Target Performance.** However, there were 19 colleges that performed below 90 percent of the target. Statewide Illinois performance for core indicator 5P2: Nontraditional Completion was 15.20 percent in FY 2012, which was 102.50 percent of the AALP/Target. Compared with FY 2011, performance decreased 0.27 percent. Over the past three years the average performance level for this indicator in Illinois was 15.13 percent.

Results for FY 2012 show the male nontraditional graduation rate was 20.69 percent, compared with 11.18 percent among females. Males were at 139.54 percent of the AALP/Target versus 75.41 percent of the AALP/Target for females.

Overall, minority students exceeded the performance goal by registering an 18.56 percent nontraditional completion rate. This is substantially higher than the nontraditional completion rate for white students (13.48 percent). All minority populations exceeded the nontraditional graduation goal except Native Americans (14.29 percent), which were at 96.33 percent of the AALP/Target.

Limited English proficient students (17.30 percent), individuals with disabilities (18.18 percent), and displaced homemakers (17.41 percent) were the only special population groups to successfully meet the performance target for indicator 5P2. One group exceeded 90 percent of the target: economically disadvantaged (13.91 percent actual performance and 93.79 percent of AALP). The remaining two groups registered nontraditional completion rates below 90 percent of the AALP/Target: Tech Prep (7.62 percent actual performance and 51.40 percent of AALP) and single parents (11.56 percent actual performance and 77.94 percent of AALP).

Secondary

- With the exception of the Black subgroup, 5S1-Secondary Placement met the FY 2012 state Perkins minimum requirement of 45 percent. In 1S1-Reading, displaced homemakers and students with disability subgroups had an increase in performance. In 1S2-Math, all subgroups gained percentages, with the exception of limited English proficient and students with disability. In 2S1-Technical Skill, only the limited English proficient subgroup's performance decreased. In 6S1-NT Participation, the female subgroup did not show any significant improvement from FY 2011. In 6S2-NT Completion, only displaced homemakers demonstrated improvement in performance from FY 2011.

Postsecondary

- At the postsecondary level, colleges complete the Postsecondary Perkins Program Improvement Plan on measures when they perform below expectations. Colleges are

required to look at performance for subpopulations, including special populations, and develop concrete, measurable plans and strategies to address those areas where performance is low. (See <http://www.iccb.org/postsecondary.html>. Forms 1 and 2)

ICCB regional program staff consults with the institutions on their priorities, plans, and progress throughout the year. State staff helps regional and local officials address issues as they arise. The Illinois Postsecondary Perkins Online Data System (PODS) web portal contains five years of detailed performance information for all measures and all subpopulations. (See <http://iccbdsrv.iccb.org/perfmeasure/home.html>.) College officials have been provided training in how to use the PODS data to promote program improvement. Institutional researchers have also been provided with an overview of PODS and encouraged to collaborate with CTE staff on program improvement initiatives. The next round of PODS and program improvement regional training sessions will be conducted during spring 2013.

Through PODS all colleges have access to information for their college and every other Illinois community college. They can identify best-in-class performers, compare themselves with their Peer Institutions (defined based on factors at the state level) and neighboring institutions, and have the ability to create custom Peer Groups for comparative purposes. Colleges are encouraged to examine their outcomes based on where they fall into quartiles and based on the standard deviation. A fifth year of trend data was added to PODS in spring 2012.

PODS continues to be used in the Pathways to Results program improvement initiative. Pathways to Results has grown out of the work done in Postsecondary Perkins and places an emphasis on including an equity analysis when improvement strategies are being formulated and implemented. For more on this topic, see <http://64.107.108.147/programsofstudy/improvement.html>. Pathways to Results is being used by a broad cross section of the community college population and is beginning to take hold among a group of secondary providers.

Secondary

- At the secondary level, each of the eligible recipients is required to submit the Strategies for Improvement Plan, addressing each of the indicators they fail to meet. This plan also addresses techniques for implementation of improvements in the upcoming year.

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.

Please 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 omitted the indicators).

- Beginning in FY 2012, federal Tech Prep funds were not available.

The eligible agency describes how grants were awarded in the state during the program year (competitive basis or formula)?

- Beginning in FY 2012, federal Tech Prep funds were not available.

The eligible agency indicates the total number of consortia that failed to meet an agreed-upon minimum level of performance for any of the indicators of performance.

- Beginning in FY 2012, federal Tech Prep funds were not available.

The state notes trends, if any, in the performance of the consortia that failed to meet an indicator.

- Not Applicable.