

# Consolidated Annual Report, Program Year 2013 - 2014 Illinois

## Step 3: Use of Funds: Part A

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**1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?**

No

**2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?**

Yes

The goal of the secondary ISBE Illinois State Course System (ISCS) is to provide a means of collecting timely and accurate CTE data from local schools for reporting courses and enrollments. The ISCS is directly tied to the ISBE Student Information System (SIS), which is designed to assign a unique Student Identifier (SID) to each student; collect demographic, performance, and program participation data for each student; track students from school to school and district to district within Illinois; and report timely and accurate information and data through standardized reporting capabilities. This system serves as the vehicle to collect student-related information electronically from school districts. The result of successful implementation is the ability to provide the state educational agency, state and federal entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the state.

The ISBE SIS is an integral 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 SID.

The employment outcomes are no longer available since Illinois does not collect social security numbers.

ISBE continued a contract with the National Student Clearinghouse Student Tracker data system and obtain matches of students to postsecondary entities.

In May 2014 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/studenttracker/>).

The Illinois Postsecondary Perkins Online Data System (PODS) Web Portal was updated with fiscal year 2013 data. Seven years of Perkins performance data are now available. (See <http://iccbdsrv.iccb.org/perfmeasure/home.html> ). Training on PODS was delivered in the four regions of Illinois in spring 2014. Additional training for postsecondary Perkins CTE colleagues on using data for program improvement is scheduled for spring 2015. The ICCB Career and Technical Education Employment and Earnings Analysis Web Portal was also included in conjunction with the PODS training. The ICCB CTE Analysis Portal is designed and maintained by the Center for Governmental Studies at NIU. The site is intended to promote program improvement and advance dialogue and discussion about strengthening performance in the Illinois Community College System. The web portal is based on the USDOE OVAE Postsecondary Perkins "Concentrator" cohort for 4P1 Measure – Student Placement in Employment and allows the user to analyze employment outcomes and mean/median quarterly wage earnings for ICCB CTE concentrator completers for up to eight quarters after they receive the credential. The platform has "drill-down" capability for Demographics, Special Populations, Cluster, and CIP.

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 enterprise-wide 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. The grant was extended in fiscal year 2014 and ILDS work continued across participating agencies.

ICCB, Department of Commerce and Economic Opportunity (DCEO), Illinois Board of Higher Education (IBHE), Illinois Department of Employment Security (IDES), Illinois Department of Human Services (IDHS), Illinois Student Assistance Commission (ISAC), and ISBE each signed the ILDS Intergovernmental Agreement (IGA) to meet ILDS P-20 Legislation to establish an ILDS Governing Board and form a Longitudinal Data System to streamline data sharing and track educational and workforce outcomes. In April, 2014 the ILDS Annual Report and 18-Month Plan was released.

The ICCB and other education agencies are partnering with DCEO and IDES on the Workforce Data Quality Initiative (WDQI) to link education data to workforce data through the expansion of ILDS. The grant is a sister initiative to the U.S. Department of Education's Statewide Longitudinal Data System grants to build longitudinal education databases. To align data systems Illinois partner agencies in the WDQI are developing a management ID system and security protocols. By linking education and workforce data Illinois will be able to expand current information about training and education programs.

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## Step 3: Use of Funds: Part B

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### 1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary—Performance Information System

Examines student progress aggregated into a wide variety of configurations.

Uses locally entered student records.

Uses state matching to administrative databases to identify student results for each Perkins subindicator.

Assesses the needs and outcomes of demographic and programmatic 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.

ISBE staff worked directly with subrecipients to assess local program strengths.

Postsecondary—Performance Information System

Examines student progress aggregated into a wide variety of configurations.

Uses locally entered student records.

Uses state matching to administrative databases to identify student results for each Perkins subindicator.

Postsecondary subrecipients use data to assess the needs of subpopulations.

Community colleges use results of the state performance report related to core indicators. Data are used for development and revision of local CTE plans.

ICCB staff worked directly with subrecipients to assess local program strengths.

### 2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary

Provided school districts with up-to-date technological tools to track and report data.

Continued modification of tools to comply with grant requirements.

Provided technology integration in district/school improvement plans, curriculum and instruction, and all state and local initiatives.

Continued dedicated funding for technology.

Provided expansion of high-quality e-learning (online) through the Curriculum Revitalization Project.

Provided professional development for pre- and in-service teachers and other educators.

Enabled teachers and other educators to integrate technology.

Postsecondary

ICCB Leadership Grants provided resources to help 1) improve CTE student outcomes, 2) strengthen the connections between secondary and postsecondary CTE programs, and 3) improve local accountability.

Continued dedicated funding for technology.

Ensured that technology benefits high-risk, high-poverty students and colleges.

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.

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.

**3. During the reporting year, what professional development programs did your state offer, 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? On what topics?**

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:

Workshops for counselors focused on the recruitment and retention of students in non-traditional careers

Presentations to CTE Professional Organizations

National Alliance in Partnerships in Equity (NAPE) professional development workshop series for career and technical education teachers and counselors

Awareness of Resources to help Students with Disabilities: Adaptive technologies

Updating of a project website ([www.illinoiscte.org](http://www.illinoiscte.org)) and Facebook® and Twitter® electronic pages 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. ([www.illinoiscte.org](http://www.illinoiscte.org)) The interactive tool is arranged in modules devoted to each of the special populations.

Presentations provided to pre-service university students in CTE programs in creating equitable learning environments and basic introductions to special populations definitions.

EFE System Director Leadership Council (SDLC) Meetings: Provision of data trend analysis, organizations, and resource providers to assist with services for special populations.

More than 15 workshops were presented on supporting the success of special populations, nontraditional occupation development.

A set of seven online Cultural Competency Framework Modules are posted on the project website ([www.illinoiscte.org](http://www.illinoiscte.org)) to enhance the resources available to CTE teachers and assist in the success of special populations learners in the CTE classroom.

Illinois University Council meets on an annual basis to collaborate to:

Work with classroom teachers and other state-based stakeholders regarding CTE initiatives.

Share research among CTE professionals, which can influence the practices of Illinois CTE programs.

Share professional development available for pre-service CTE teachers on critical issues.

Through the Illinois Regional Network over 10 workshops were held throughout the state on the following topics:

Dual Credit

Curriculum Integration

Accessing and Analyzing Data for Perkins Accountability

Enhancing Support for Special Populations through Understanding Neurodiversity

Grant Guidelines

Career Dean Academy

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.

**4. During the reporting year, how did your state provide 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?**

Secondary

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.

The Gender Equity Advisory Committee worked 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 that can lead to economic self-sufficiency.

Illinois participated in STEM Equity Pipeline webinars and dissemination of information to encourage and support students in high-skill, high-wage occupations.

The Special Populations in CTE Leadership project provided technical assistance and web-based resources to assist nontraditional participants.

Postsecondary

Postsecondary

The Illinois Center for Specialized Professional Support for the New Look Project provided grants to colleges for innovative programs related to nontraditional employment and training.

The Gender Equity Advisory Council ensured that all students have equal educational opportunities to pursue high-wage, high-skill occupations that can lead to economic self-sufficiency.

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 Illinois Regional Network identified model programs and disseminated best practice models to statewide participants.

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.

## 5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Illinois State University – Perkins State Leadership 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 with a focus on nontraditional training and employment.

The Special Populations in CTE leadership project conducted more than 15 workshops on supporting the success of special populations, nontraditional occupation development.

The Special Populations in CTE leadership project provided technical assistance, professional development, web-based resources, and social media outlets to assist and support special populations.

## 6. During the reporting year, how did your state offer technical assistance for eligible recipients?

### Secondary

ISBE provided training and technical support materials to the users of the Illinois State Course System (ISCS). 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.

ISBE principal consultants provided technical assistance aimed at promoting local program development and innovation.

The Special Populations in CTE leadership project grant provided 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 Southern Illinois University Curriculum Revitalization grant provided quality curriculum and instructional improvement resources to educators across the state.

The Perkins IV Technical Assistance grant provided resources to assist in the development of sample Programs of Study that may be adopted by the district and postsecondary institutions.

ISBE participated in a series of regional meetings to address the needs of local projects as they prepare their annual plans.

### Postsecondary

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.

ICCB staff and regional consultants provided technical assistance aimed at promoting local program development and innovation.

The Forum for Excellence provided 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 Illinois Center for Specialized Professional Support supported local projects throughout the state with direct technical assistance regarding special populations.

The Office of Community College Research and Leadership supported local projects throughout the state with direct technical assistance on programs of study.

The ICCB created the Illinois Regional Network, a statewide platform for ongoing professional development. It was designed to promote collaboration and innovation at the secondary and postsecondary level.

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.

The ICCB funded Dual Credit Enhancement Grants to support the development, enhanced delivery and evaluation of local dual credit programs and to expand student access to higher education while maintaining high academic standards.

ICCB partnered with the Center for Occupational Research and Development to assess professional development needs related to Programs of Study implementation.

## 7. Serving individuals in state institutions

### Part I: State Correctional Institutions

#### Amount of Perkins funds used for CTE programs in state correctional institutions:

221925

#### Number of students participating in Perkins CTE programs in state correctional institutions:

1469

#### Describe the CTE services and activities carried out in state correctional institutions.

Life Skills Centers facilitated the re-entry of released individuals into the workforce by providing services to assist them in obtaining gainful employment.

Referrals to the Life Skills Program were made by coordinators at each adult and juvenile Illinois Department of Corrections facility.

The correctional education system provided standardized vocational programs through the approval of ICCB.

The Illinois Department of Corrections funded several nontraditional training programs, including culinary arts and cosmetology.

### Part II: State Institutions Serving Individuals with Disabilities

#### Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

167417

#### Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

13409

#### Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

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 15 residential educational facilities and continues to target program completion and employment.

## 8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

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

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

No

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

No

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

No

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

Yes

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

# Consolidated Annual Report, Program Year 2013 - 2014 Illinois

## Step 3: Use of Funds: Part C

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**1. During the reporting year, how did your state provide 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

The HSTW initiative provided funding to assist in integrating and upgrading the rigor of academic and CTE studies.

The Curriculum Revitalization Project developed, updated, and disseminated revitalized CTE curricula in all CTE areas and provided professional development activities for teachers.

Education for Employment Regional Delivery Systems continued 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.

The University of Illinois Project Lead the Way provided exposure to engineering and biomedical concepts for students in middle grades and high schools.

The STEM Center for Teaching and Learning was responsible for professional development, curriculum development, 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.

Postsecondary

The ICCB hosted a Curriculum Integration Summit focused on the integration of academics and CTE. The summit featured best practices from local secondary and postsecondary institutions and helped 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 Illinois Center for Specialized Professional Support New Look Project focused on the integration of academics and CTE.

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 Illinois Regional Network for Professional Development is 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.

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.

**2. During the reporting year, how did your state support 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.**

Secondary

Continuation of the Education for Employment Regional Delivery Systems districts ensured that the CTE curriculum is aligned to meet state academic standards and CTE standards and skills.

The 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 worked with advisory councils that include business, industry, and labor to develop Programs of Study and ensure that skills are up to date.

#### Postsecondary

Continuation of the Illinois Community College districts ensured that the CTE curriculum is aligned to meet state academic standards and CTE standards and skills.

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.

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.

The ICCB funded Dual Credit Enhancement Grants to support the development, enhanced delivery and evaluation of local dual credit programs and to expand student access to higher education while maintaining high academic standards.

### **3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

No

### **4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

Yes

Articulation agreements through the Education for Employment Regional Delivery Systems, local high schools, and postsecondary institutions assisted 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 ICCB created the Illinois Regional Network for Professional Development which provides a platform for ongoing professional development 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.

The ICCB funded Dual Credit Enhancement Grants to support the development, enhanced delivery and evaluation of local dual credit programs and to expand student access to higher education while maintaining high academic standards.

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.

### **5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

Yes

Joint planning that includes secondary and postsecondary representatives was 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 aligned 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 ensured 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 Illinois Regional Network for Professional Development identifies model programs and disseminates best practice models to statewide participants.

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.

**6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

No

Secondary

Education for Employment Regional Delivery Systems and community colleges worked to support activities that are an integral part of the CTE instructional program.

Postsecondary

Education for Employment Regional Delivery Systems and community colleges worked to support activities that are an integral part of the CTE instructional program.

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

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

Yes

Joint planning that includes secondary and postsecondary representatives was encouraged to strengthen Programs of Study at the state and local levels. Regional consortia and community colleges were 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, were 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.

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

Yes

The ICCB leadership funds were 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 their partners can use to continually improve the results obtained by students in these career pathways.

ICCB Leadership 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.

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

Yes

Joint planning that includes secondary and postsecondary representatives was encouraged to strengthen Programs of Study at the state and local levels. Regional consortia and community colleges were 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, were established.

Eligible recipients from the secondary and postsecondary levels of education were encouraged to participate on the Programs of Study committees as they are developed. They will assist in professional development statewide and regionally to implement the Programs of Study Initiative.

Perkins funds were 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.

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

No

**11. During the reporting year, did your state use Perkins funds to improve 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?**

Yes

The Curriculum Revitalization Project provided a variety of professional development opportunities to CTE teachers and counselors throughout the state to build a network of support. A CTE website has been maintained and updated to enhance the sharing of teaching tools and materials for teachers. Recruitment activities have been ongoing to promote the profession in career and technical education.

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

No

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## Step 4: Technical Skills Assessment

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**Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered 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). Illinois is currently assessing all Illinois students in their junior year in high school. The program areas 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 92.6 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 16 career clusters and plans to increase the number of students reported by using an improved data-capturing system.

**Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.**

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	25808	33009	78.1847374958345
Postsecondary Students	20780	33400	62.2155688622754

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## Step 8: Program Improvement Plans

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### Extension Requested?

No

### Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

### Local Program Improvement Plans

#### Postsecondary

1P1: Technical Skill Attainment—N=4, or 8 percent of, eligible recipients did not meet at least 90 percent of the 76.00 percent AALP/Goal.

2P1: Credential, Certificate, or Diploma Completers—N=9, or 18 percent of, eligible recipients did not meet at least 90 percent of the 60.00 percent AALP/Goal.

3P1: Fall-to-Fall Student Retention or Transfer—N=21, or 44 percent of, eligible recipients did not meet at least 90 percent of the 47.00 percent AALP/Goal.

4P1: Student Placement—N=19, or 40 percent of, eligible recipients did not meet at least 90 percent of the 67.25 percent AALP/Goal.

5P1: Nontraditional Participation—N=24, or 50 percent of, eligible recipients did not meet at least 90 percent of the 19.60 percent AALP/Goal.

5P2: Nontraditional Completions—N=28, or 58 percent of, eligible recipients did not meet at least 90 percent of the 15.00 percent AALP/Goal.

#### Secondary

1S1: Academic Attainment-Reading/Language Arts— N=8, or 14.3 percent of, eligible recipients did not meet at least 90 percent of the 49.0 percent AALP/Goal. This agreed-upon adjusted level of performance is based on the NCLB baseline.

1S2: Academic Attainment-Mathematics— N=19, or 33.9 percent of, eligible recipients did not meet at least 90 percent of the 50.0 percent AALP/Goal. This agreed-upon adjusted level of performance is based on the NCLB baseline.

2S1: Technical Skill Attainment— N=3, or 5.4 percent of eligible recipients, did not meet at least 90 percent of the 67.0 percent AALP/Goal.

3S1: Secondary School Completion—All eligible recipients met at least 90 percent of the 93.00 percent AALP/Goal.

4S1: Student Graduation Rate—All eligible recipients met at least 90 percent of the 93.00 percent AALP/Goal. This agreed-upon adjusted level of performance is based on the NCLB baseline.

5S1: Secondary Placement— N=21 or 37.5 percent of eligible recipients did not meet at least 90 percent of the 45.3 percent AALP/Goal.

6S1: Nontraditional Participation— N=1 or 1.8 percent of eligible recipients did not meet at least 90 percent of the 32.5 percent AALP/Goal.

6S2: Nontraditional Completion– N=10 or 17.9 percent of eligible recipients did not meet at least 90 percent of the 28.0 percent AALP/Goal.