

Consolidated Annual Report, Program Year 2016 - 2017 Illinois

Step 3: Use of Funds: Part A

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 through the ED360 Dashboard. Districts have access now to their Longitudinal Data in near real time. With development of the Illinois P-20 enterprise postsecondary and employment data, outcomes will be directly connected to the ISBE-assigned SID.

The employment outcomes are no longer available since Illinois does not collect social security numbers, but the longitudinal data system is attempting to make this connection in the future through the Clearinghouse's connection to other databases and identifiers.

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

Longitudinal Data System (ILDS) state agency partners have worked together over the last few years to establish a common vision and plan of action for building a cost-effective distributed longitudinal data system that can be maintained and sustained under the direction of the statewide ILDS Governing Board that consists primarily of ILDS state agency directors. ILDS enables state agencies to link early childhood, education, and workforce data to answer questions in areas both important to ans and critical to understanding the state's future education and workforce needs. The focus of the ILDS is on the end user, developing a system for reporting in areas that are important to parents, students, teachers, administrators, and decision-makers. For more information about ILDS, see <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>. Specifically, ILDS CTE achievements, are in the 2017 ILDS Annual Report and Plan at <https://www.illinoisworknet.com/ILDS/About/Pages/AboutILDS.aspx>.

In May 2017, an updated ICCB Management Information System (MIS) Manual was issued to the Illinois Community College System. The MIS Manual provides instruction (file format, data definitions, reliability checks, etc.) to the system for ICCB to collect student-level data, which is the primary source of the postsecondary Perkins student tracking and performance measurement data. Employment outcomes for postsecondary students are generated by merging ICCB student-level data with the Illinois Department of Employment Security (IDES) Unemployment Insurance wage records. Transfer information is obtained by matching ICCB student-level data via 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 2016 data. Ten years of Perkins performance data are now available. (See <http://iccbdsrv.iccb.org/perfmeasure/home.html>). Training on PODS was delivered via webinars and workshops in spring 2017. Additional training for postsecondary Perkins CTE colleagues on using data for program improvement is scheduled for spring 2018.

The ICCB and other education agencies partnered with Illinois Department of Commerce and Economic Opportunity (DCEO) and IDES on the Workforce Data Quality Initiative (WDQI) to link education data through the expansion of ILDS. In fiscal year 2016, ICCB and ISBE, through work coordinated by Northern Illinois University Education Systems Center and Center for Governmental Studies, completed the Health Science Career Pathways analysis to track secondary to postsecondary outcomes through merging data. Phase Two of the project began in fiscal year 2017 and will continue in 2018.

ICCB is also a member of the National Certification Data Exchange Project. The purpose is to expand and improve individual-level data exchange between industry certification organizations and state longitudinal data systems. Project members established a multi-year roadmap toward the development of a national data exchange clearinghouse that will allow states and educational institutions to gain access to data on industry-recognized certifications earned by students. In turn, industry partners can analyze education institutions impact and effectiveness in training for their certifications. There are many industry partners participating in the project. In fiscal year 2017, ICCB worked with CompTIA and Manufacturing Skill Standards Council to merge data and measure education/industry certification outcomes, as well their workforce outcomes, merging data with IDES wage records.

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Step 3: Use of Funds: Part B

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

Secondary–Performance Information System

Performance reports examine CTE consortium progress on Performance Indicators.

Uses locally entered student records.

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.

Education for Employment (EFE) 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 and areas for improvement.

Postsecondary–Performance Information System

Performance reports examine student progress aggregated into various configurations.

Uses locally entered student records.

Uses state matching to administrative databases to identify student results for each Perkins sub-indicator.

Postsecondary subrecipients use data to assess the needs of subpopulations and special populations as defined by Perkins.

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

ICCB staff worked directly with subrecipients to assess local program strengths through programmatic monitoring and program improvement activity assessment.

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, such as through the Illinois State Course System (ISCS) and Student Information System (SIS).

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 based on postsecondary and business/industry input.

Provided professional development (PD) for pre- and in-service teachers and other educators through the Special Populations in CTE Leadership project, the Illinois Association for Career and Technical Education (IACTE), and EFE Regional Delivery Systems. PD demonstrated and encouraged innovative technology use in CTE instruction.

Enabled teachers and other educators to integrate technology into the classroom.

Postsecondary

Perkins subrecipient funding 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.

ICCB Leadership 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. Colleges must detail all fully developed and fully articulated Programs of Study annually through plan submission. Additionally, colleges are to disclose progress on all work surrounding program of study development, implementation, and evaluation.

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 administrators, teachers, and counselors focused on the recruitment and retention of students in non-traditional careers.

Summer professional development opportunities for counselors and teachers with topics of educational equity and poverty.

Presentations to CTE professional teacher organizations.

National Alliance in Partnerships in Equity (NAPE) professional development resources utilized in professional development sessions for career and technical education teachers and counselors.

Updating of a project website (www.illinoiscte.org), as well as Facebook® and Twitter® electronic pages to provide access to resources, information, and assistance.

New curricular resources were developed by project personnel that included "Equity Check Overlay" to review lessons for equity in the classroom.

Best practices for Special Populations in CTE flip charts (www.illinoiscte.org) for socioeconomically disadvantaged students were created as a useful tool providing research-based strategies for the classroom.

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

EFE System Director Leadership Council (SDLC) Meetings: Assist with services for special populations, providing data trend analysis and resources to providers.

More than 10 workshops were presented on supporting the success of special populations in nontraditional occupation development.

Through the Illinois Network for Professional Development, the ICCB, in coordination with the Illinois Center for Specialized Professional Support and Office of Community College Research and Leadership, offers subrecipients including CTE faculty, administrators, and counselors a professional development suite. Professional development offered in FY2017 included:

Pathways to Results Institute (covering data and process analysis, equity-focused strategies)

The Forum for Excellence (joint professional development for CTE and Adult Education stakeholders): This annual conference features best practices on partnerships, innovative programming, special populations, work-based learning opportunities, and retention and completion efforts.

Civil Rights Review Overview for subrecipients who administer CTE programs

Special Populations Support in CTE (face-to-face and various webinars)

Local Perkins Administrator Mentorship program

Integrated Education and Training programming and best practices

Career Pathway enhancement

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 NAPE, a consortium of organizations working in collaboration to create equitable and diverse classrooms and workplaces. Equity professionals throughout Illinois can access technical assistance with implementation using Perkins funding, 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 individual technical assistance, professional development opportunities, and web-based resources to assist nontraditional participants.

Postsecondary

All colleges must incorporate in their plans how they will provide preparation for students pursuing nontraditional fields. In addition, the ICCB funded several Special Populations projects where colleges carried out activities to increase nontraditional student support and performance outcomes. The ICCB contracted with the Illinois Center for Specialized Professional Support to provide technical support and professional development to project sites.

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.

ICCB funded the Pathways to Results (planning and 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 10 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 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.

ISBE principal consultants developed and presented an EFE System Directors Orientation in the fall (October 5, 2016) and spring (February 3, 2017) to provide curriculum and grant resources and technical assistance tools to new and nearly new Regional Delivery System Directors.

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 can use to continually improve the results obtained by students in these career pathways.

ICCB staff 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 and career pathways.

The ICCB implemented the Professional Development Network, a statewide platform for ongoing professional development. It was designed to promote collaboration and innovation at the secondary and postsecondary level. A mentoring program for local Perkins Administrators was also developed.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

228027

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

2518

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:**

172021

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

5816

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

The Illinois Department of Human Services, Office of Rehabilitation Services, Education for Employment Delivery System, consists of 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, consists of 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?

Yes

Pre-service teachers were supported through the Special Populations in CTE Leadership project. Presentations were provided to pre-service university students in FCS programs, creating equitable learning environments and basic introductions to special populations definitions.

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

This component is built into each college's local plan. Additionally, leadership grants are available for colleges to carry out innovative and specialized activities to support individuals who have participated in Perkins-assisted services.

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Step 3: Use of Funds: Part C

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

EFE 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 performance indicators.

The University of Illinois Project Lead the Way provided exposure to engineering and biomedical concepts for students in middle grade 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

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 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 continued the Pathways to Results initiative, which focuses on improving student transition results by developing metrics, methods, and tools that community colleges may use to continually improve the results obtained by students in these career pathways. Colleges are assigned dedicated coaches through this process.

ICCB CTE staff provided technical assistance on the integration of academics with career and technical education through programmatic monitoring.

At the Forum for Excellence conference, several breakout sessions focused on integration of academics and CTE, particularly around effective practices and local examples.

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 EFE Regional Delivery Systems districts ensured that the CTE curriculum is aligned to meet state academic standards and CTE standards and skills.

ISBE principal consultants worked with public institutions of higher education that prepare teachers and counselors in workforce development and/or CTE.

EFE 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.

The ICCB hosted the Forum for Excellence in collaboration with Adult Education providers. Several breakout sessions provided integrated concepts including bridge programs, integrated education and training models (including ICAPS), retention and transition, and WIOA. Additionally, several breakouts highlighted local secondary-to-postsecondary partnership practices.

Several webinars were conducted to assist colleges and partnerships working on developing Bridge and integrated education and training programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS model, Accelerating Opportunity, Illinois Bridge programs, and Illinois Programs of Study.

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

Yes

Education for Employment Regional Delivery Systems collaborate with their area school counselors to improve career guidance and academic counseling programs.

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.

ICCB continues to support early college credit opportunities through the expansion of dual credit opportunities and Advanced Placement.

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, were 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?

Yes

Secondary

Education for Employment (EFE) Regional Delivery Systems and community colleges worked to support activities that are an integral part of the CTE instructional program. EFEs monitor and encourage the use of CTE student organizations at the local level as part of their evaluation.

Postsecondary

Community colleges and EFE Regional Delivery Systems worked to support local CTE student organizations that are an integral part of the CTE instructional program.

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 and ISBE CTE staffs are active members of the Illinois Workforce Innovation Board's Apprenticeship Committee, which is focusing on the development of a statewide apprenticeship system in collaboration with community colleges, industry representatives, and various state agencies.

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.

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 assisted 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 used the latest technology in terms of instructional content and delivery. Curriculum examples include but are not limited to Project Lead the Way, curriculum for Agricultural Science Education, etc.

ICCB staff participated and/or facilitated the following new career and technical education initiatives including: high-quality credentials work group, college and career pathway endorsement planning aligned with the national career clusters (stemming from the Postsecondary and Workforce Readiness Act), and the Special Populations in CTE Academy.

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

Illinois Association for Career and Technical Education (IACTE) has provided leadership activities focusing on recruitment and retention to promote the professions in career and technical education.

Postsecondary Local Plans now require that colleges provide individuals transitioning from business and industry to the classroom with comprehensive professional development

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

No