

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

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

STATE PLAN COVER PAGE

State Name: Illinois

Eligible Agency Submitting Plan on Behalf of State:

Illinois State Board of Education

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

Signature: _____

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Type of State Plan Submission (check one):

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

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

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

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

Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

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

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

PART A: STATE PLAN NARRATIVE

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

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

A. Statutory Requirements

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

A.1 – Response

Illinois conducted five regional meetings during April and May 2007 around the state with secondary and postsecondary education Career and Technical Education staff to seek local and regional input for the Illinois Perkins Transition and Five Year Plans. Focus groups were used to develop recommendations regarding CTE administrative policies and procedures critical in the development of the Illinois Perkins Plan. Formal hearings for the Illinois Five Year Plan are scheduled for February 2008 in three regional areas to seek additional testimony related to the draft plan. Electronic distribution systems were also used to inform the required organizations and groups.

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

A.2 – Response

Recommendations presented during the above hearings will be included, as well as the eligible agency's response to such recommendations.

3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community

organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

A.3 – Response

Illinois has a well-developed Career and Technical Education delivery system through the 57 member Education for Employment system (EFE), 39 community college districts and 39 member Tech Prep consortium. Administrators of these delivery systems serve local and regional districts, and along with state career and technical education administrators participate routinely in Perkins and Workforce Investment Act planning groups and technical assistance meetings. Electronic distribution systems were also used to inform interested the required organizations and groups.

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

A.4 – Response

Illinois has a well-developed system of Career and Technical Education administrators at the regional and local level that allowed routine comment regarding the development of the state plan. Previous focus groups meetings and, the formal hearing processes allows the individuals and entities to participate.

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

A.5 – Response

Illinois coordinated the development of the State plan with the IL State Board of Education, the IL Community College Board (as a part of the Board of Higher Education), and the IL Dept. of Commerce and Economic Opportunity. The IL Dept. of Commerce and Economic Opportunity is responsible for the

administration of the Workforce Investment Act. Agency representatives participate in inter-agency planning and coordination meetings that include the IL Workforce Investment Board (IWIB) and the P thru 20 Initiative. The State agency will file any objections and corresponding responses with the State plan that is submitted to the Secretary.

B. Procedural Suggestions and Planning Reminders

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

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

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

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

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

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

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

A.1 – Response

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

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-1); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.

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

A.2 – Response

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

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

A.2(a) – Response

Illinois secondary and postsecondary education will organize programs of study around the sixteen Career Clusters. To ensure success, the Illinois State Board of Education and the Illinois Community College Board will partner to develop sample programs of study that may be adopted by the local education agencies and postsecondary institutions. This endeavor will also require Illinois to provide written and active guidance for local education agencies on strategies to engage all the necessary partners, fostering a collaborative approach to implementation of the programs of study; including and emphasizing academic and career and technical

courses that a student may use in planning for specific careers within a career pathway. The encouraged program of study will start no later than the ninth grade and continue through at least two years of postsecondary education, ensuring that the learner masters all the foundation and pathway knowledge and skills.

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

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

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

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

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

Professional development will be provided to the Education for Employment Regional Delivery Systems (consortia of schools) and

postsecondary institutions on the guide and how to use it with their sites in order to implement the programs of study.

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

- i. Incorporate secondary education and postsecondary education elements;

A.2(a)(i) – Response

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

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

A.2(a)(ii) – Response

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

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

A.2(a)(iii) – Response

Dual or concurrent enrollment ensures involvement of all the

appropriate agencies in identifying responsibilities and resources that can be shared to ensure expanded opportunities, efficiency, and quality of the programs. Articulation deals not only with curriculum development, but also with the delivery of programs and coordination of resources and services. Articulation agreements between regional delivery systems and postsecondary institutions identify strategies to facilitate program alignment; student transition; shared facilities, equipment, and staff; and cooperative program planning and evaluation. The Illinois Articulation Initiative is a statewide effort to coordinate the transfer process, the types of transfer and resources available to students from participating Illinois colleges or universities.

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

A.2(a)(iv) – Response

Experience in and understanding of all aspects of the industry are required, including alignment with industry certifications where available and appropriate.

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

A.2(b) – Response

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

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

A.2(c) – Response

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

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

A.2(d) – Response

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

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

A.2(e) – Response

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

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—
 - i. Promote continuous improvement in academic achievement;

A.2(f)(i) – Response

In the local plan, eligible recipients must address a component on Academic and Technical Integration in the CTE curricula. Recipients must indicate activities that address the integration of academics into CTE curricula.

- ii. Promote continuous improvement of technical skill attainment; and

A.2(f)(ii) – Response

In the local plan, eligible recipients must address the Quality Components of a CTE System. One of the components that must be addressed is the Integration of Academic and CTE Components. Recipients must indicate activities that address alignment of curricula to meet appropriate state and industry standards.

- iii. Identify and address current or emerging occupational opportunities;

A.2(f)(iii) – Response

In the local plan, eligible recipients must address a component on Program of Study. Recipients must indicate activities that address how they will develop Programs of Study based on labor market data.

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

A.2(g) – Response

Services that are provided to students through the regional consortia use Perkins funds. These include tutors, note-takers, special adaptive equipment, etc. In many school districts, CTE courses also meet academic graduation requirements. Dual credit/dual enrollments are also encouraged.

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

A.2(h) – Response

Illinois CTE programs will prepare students for postsecondary opportunities by ensuring they are equipped with:

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

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

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

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

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

- (i) How funds will be used to improve or develop new career and technical education courses—
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

A.2(i)(i) – Response

The academic and technical skills of students participating in CTE programs will be strengthened through aggressive integration of academics with CTE to strengthen learning in the core academic and

career and technical subjects, and through understanding of all aspects of an industry. Curriculum development at the secondary level for CTE programs is aligned with the *Illinois Learning Standards*.

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

A.2(i)(ii) – Response

The Illinois State Board of Education, the Illinois Community College Board, and their business and industry partners will require development of local partnerships to stimulate and promote coordination among secondary and postsecondary programs. These partnerships work to strengthen relevant and challenging CTE programs.

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

A.2(i)(iii) – Response

CTE program requirements include programs that target high-skill, high-wage, and high-demand occupations. Program guidelines require a review of regional and state labor market information.

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

A.2(j) – Response

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

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

A.2(k) – Response

The academic and technical skills of students participating in CTE programs will be strengthened through integration of academics with CTE to strengthen learning in the core academic and career and technical subjects, and through understanding of all aspects of an industry. The strategies include providing contextual learning, providing statewide and regional conferences, and directing students with concentrations in CTE to

take a challenging program of study while in high school and community college.

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

A.2(l) – Response

The Illinois State Board of Education and the Illinois Community College Board require Integration of Academic and CTE Components in their annual grant planning documents. Annual reporting requirements include reporting on successful integration improvement strategies.

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

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

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—
 - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

A.3(a) – Response

Illinois promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies. Curriculum development efforts for Career and Technical Education (CTE) programs in Illinois are required to address both technical and academic content in an applied manner. Education curricula have been developed that aligns with the Illinois Learning standards. Lessons and assessments have been developed that deliver and assess both technical and academic skills.

Illinois' curriculum projects in CTE develops lesson plans in agriculture, business marketing and management, family and consumer sciences, technology and engineering education and health science technology.

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

A.3(b) – Response

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

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

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

A.3(c) – Response

Steps have been taken to strengthen professional development opportunities that are high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate. Teachers professional development needs are identified related to implementing the recommended curriculum. Quality professional development workshops are developed and delivered on a regional basis. Workshop activities can be applied towards higher education credits.

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

A.3(d) – Response

Illinois encourages applied learning that contributes to the academic and career and technical knowledge of the student.

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

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

A.3(e) – Response

Illinois provides professional development opportunities related to the knowledge and skills needed to work with and improve instruction for special populations through a statewide technical assistance project. Illinois provides training and technical assistance to personnel that facilitate the improved performance of special population students in career and technical education. Many of the Education for Employment (EFE) Regional Systems and community colleges employ part or full time Special Populations Coordinators to facilitate the identification of special population students and the delivery of services needed for students to be successful in their CTE instructional programs.

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

A.3(f) – Response

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

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

- **Improve teachers' subject matter knowledge, strengthen the quality of mathematics and science instruction, and promote student academic achievement in mathematics and science;**
- **Promote strong teaching skills through access to the expertise of mathematicians, scientists, and engineers, and their technologies and resources, including integrating reliable scientifically based research teaching methods and technology-based teaching methods into the curriculum; and**
- **Increase the understanding and application of scientifically based educational research pertinent to mathematics and science teaching and learning.**

4. You must describe efforts that your agency and eligible recipients will make to improve—
 - (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

A.4(a-b) – Response

This new state plan requirement calls attention to teacher and faculty recruitment and retention issues.

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

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

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

A.5 – Response

This new provision requires the state plan to discuss how the eligible agency will help facilitate student transition between 2 year and 4 year postsecondary programs.

The Illinois Community College Board will continue to work with the Illinois Board of Higher Education to facilitate transition of sub-baccalaureate CTE students to baccalaureate degree institutions. The Illinois Articulation Initiative, already engaged in aligning course content and credit between Community College and Illinois public universities. This initiative provides alignment of CTE student programs with those of four year institutions a priority.

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in

the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

A.6 – Response

Illinois will expand the group of stakeholders and their involvement in the development, implementation and evaluation of programs. This expansion will specifically include academic and CTE teachers, faculty, career guidance, and academic counselors.

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

7. You must describe efforts that your agency and eligible recipients will make to—
 - (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
 - ii. Career and technical education subjects;
 - (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and
 - (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

A.7(a-c) – Response

The local development of programs of study requires that integration of CTE content and the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965) English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) as well as exposure to the different aspects and elements of a given occupational cluster. Consultation on the local level will require that academic content instructors, secondary and post-secondary will participate in the design of each Program of Study. This consultation will discover and strengthen the links between the academic and technical content as it will be provided in classroom instruction. Such collaborative program design will build a professional learning and teaching

community of the instructors involved. Curricula developed for core academic subjects will be strengthened with practical application, and teaching technical subjects will make explicit the academic content contained within.

The involvement of local representatives of business and industry in the creation of Programs of Study will ensure the priority of good academic and technical preparation maintain the currency of the curriculum with all aspects of a given industry.

All Programs of Study will incorporate the core academic subjects necessary for success in a given field. Curricula developed for the programs of study will be aligned with Illinois Learning Standards, so that participating students will be held to the same standards as other students and are provided greater exposure to the academic content embedded within technical subjects.

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

A.8 – Response

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

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

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

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

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

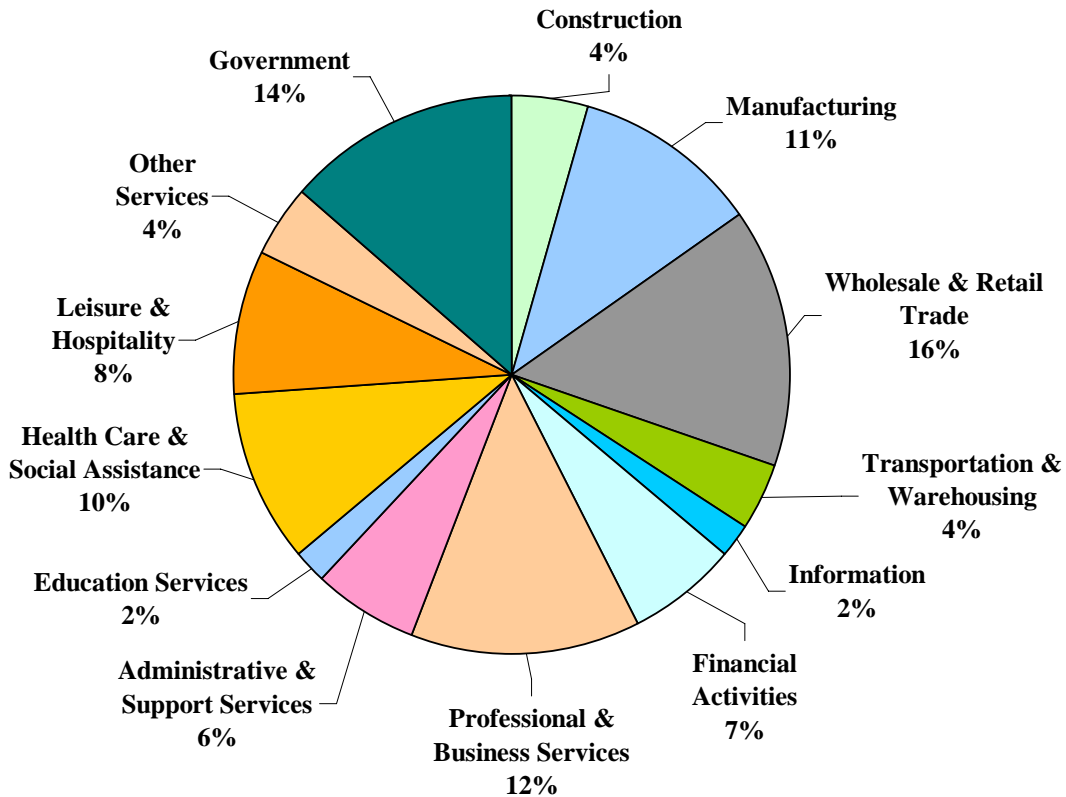
9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

A.9 – Response

The Illinois economy lost 235,000 jobs, or about 3.7% of its total employment, during the economic downturn which began in 2001. From 2002 through 2004, Illinois experienced modest employment recovery with an average job growth rate one percent lower than in the nation. As Illinois regained its economic footing in 2005 and 2006, employment conditions mirrored the workforce situation for the nation as unemployment rates dropped and employment levels increased. In fact, during 2006 the Illinois unemployment rate dropped below the national average for the first time in over 5 years. However, as the nation's economy began to slow down in 2007, Illinois has also begun to experience slower job growth and increases in joblessness.

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

Industry Sector Employment in Illinois, 2006



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

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

Table: Industry Employment Projections, 2004 – 2014

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

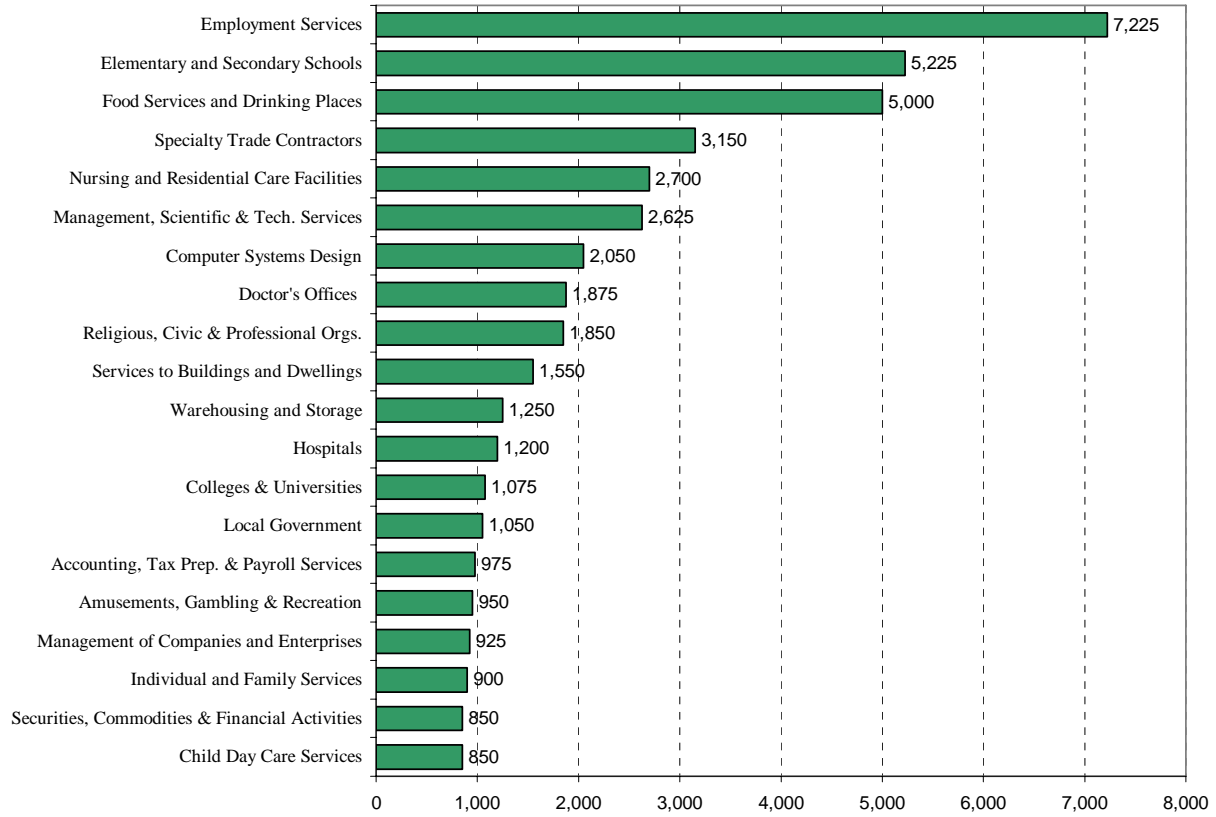
At a more detailed level, the 20 industries projected to add the most new jobs include several within these key sectors (see Chart: Leading Industries Ranked by Average Annual New Jobs). For example, 3 of the top 12 industries are within Healthcare and are expected to add a significant number of jobs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

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

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

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

Chart 5: Leading Industries Ranked by Average Annual New Jobs



See Appendix F for Top 35 High Demand Occupations Ranked By Job Openings.

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

A.10 – Response

Joint planning and coordination with those who administer other Federal education programs is continuing in Illinois. The Illinois State Board of Education and the Illinois Community College Board collaborate in planning the use of Perkins, WIA, and Adult Education funding. The Illinois Workforce Investment Board includes membership and participation from the three state education agencies, including Pre-12, Community Colleges, and the Board of Higher Education.

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

The composition of the board was designed to represent the diverse perspectives of education stakeholders. The Governor will chair the council and appoint six at-large members each representing a different field of expertise. They will represent organized labor, a parents organization, a civic organization, local government, and a nonprofit organization. The four legislative leaders will each appoint one member to the Council. Statewide business organizations will appoint five members to the council, and statewide professional education organizations will appoint six members to the council. Members will also serve representing school administrators and school boards, community colleges, 4-year independent colleges and universities, and public universities. Also, the directors of the Illinois Board of Higher Education, Illinois Community College Board, Illinois State Board of Education, Illinois Student Assistance Commission, Illinois Workforce Investment Board, Department of Commerce and Economic Opportunity, the Early Learning Council and the Illinois Mathematics and Science Academy will serve in an ex-officio capacity.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce

Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

A.11 – Response

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

In Illinois, there are procedures in place that ensure coordination and non-duplication among programs.

- **Illinois made the unique provision at the initial implementation of WIA that community college presidents would have a full voting seat on every LWIB. There is one community college president on every LWIB. Since community college receive the postsecondary Perkins funds from the state, this ensures that discussions surrounding coordination and non-duplication of postsecondary Perkins and other partners take place at the highest levels.**
- **There is a postsecondary Perkins representative on every LWIB which ensures that there is an “expert” voice to weigh in on any coordination issues.**
- **Many postsecondary Perkins partners also are members of the Local Youth Councils.**

B. Other Department Requirements

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

B.1 – Response

See Appendices C and D for secondary and postsecondary guidelines.

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

B.2 – Response

The Illinois State Board of Education serves as the eligible agency responsible for the administration, operation, and supervision of CTE programs under the Carl D. Perkins Career and Technical Education Act of 2006. The Illinois State Board of Education distributes Perkins funds to unit and high school districts through the Illinois Education for Employment Regional Delivery System, which consists of 55 system directors. Under a memorandum of understanding between the Illinois State Board of Education and the Illinois Community College Board, administrative

leadership for postsecondary Perkins was transferred to the Illinois Community College Board, effective July 2002, and Tech-Prep Education was transferred effective July 2003. The Illinois Community College Board distributes Perkins funds to the 39 Illinois community college districts, as well as to the secondary and postsecondary members of the 40 Illinois Tech-Prep Consortia.

Managerial, professional, and support personnel who are qualified by education and experience are maintained by the Illinois State Board of Education and the Illinois Community College Board in adequate numbers to enable proper and efficient administration of the Perkins Act. The division administrator of the Illinois State Board of Education Career Development and Preparation Division is the CTE state director. Even though Illinois State Board of Education CTE staff are assigned to the Career Development and Preparation Division, some staff are located in other divisions to administer secondary CTE. At the Illinois Community College Board, the vice president and the senior director for program planning and accountability serve as the lead staff for postsecondary CTE. Staff in other Illinois Community College Board divisions provide support to the implementation of Perkins postsecondary initiatives.

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

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

B.3 – Response

Legislation requires that the postsecondary Perkins partner exist on each Local Workforce Investment Board (LWIB). In Illinois the postsecondary Perkins partner is represented on each as a full voting member.

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

C. Procedural Suggestions and Planning Reminders

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

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

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

A. Statutory Requirements

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

A.1 – Response

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

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

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

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

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

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

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

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

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

Coordination and Collaboration. Seamless student support should be provided using effective coordination and collaboration among education providers, area service agencies, employers, and community planning entities. This may be accomplished by establishing and maintaining partnerships among such entities as the access centers for the Americans with Disabilities Act, area labor/management councils, area planning councils, associations for retarded citizens, boards of control for area career centers and Education for Employment Regions, chambers of commerce, faculty advisory boards, and the Illinois Counseling Association.

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

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

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

A.1(a) – Response

All Perkins-funded programs will provide individuals who are members of special populations equal access to the full range of CTE programs available to individuals who are not members of special populations. These include occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services. Equal access to CTE programs can be exhibited in a number of ways. CTE program enrollment should have approximately the same make-up, by ethnic background, disadvantage, disability, and gender as enrollment of the total student body. Members of special populations should have equal access to programs that are over-enrolled. Where the number of students requesting a specific program is greater than the number of students

the program can serve, the class enrollment figures and the waiting list should show approximately the same proportions of members of special populations. Entry requirements should not adversely affect access for members of special populations to CTE programs. Special populations students should be enrolled in all types of education programs, including occupational-specific courses, cooperative education, internships, apprenticeships, and Tech Prep programs.

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

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

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

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

A.1(b) – Response

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

ISBE conducts civil rights onsite visits in accordance with the federal court order affecting CTE programs to ensure that nondiscrimination rights of various special populations groups are not violated. The assurance of nondiscrimination will also be required of eligible subrecipients through the development and submission of their local plans. Illinois State Board of Education staff will also

provide technical assistance and professional development activities and leadership development activities in the area of nondiscrimination, which may include civil rights self assessment.

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

A.1(c) – Response

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

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

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

A.2 – Response

To effectively serve the needs of students who, for a variety of reasons, are at risk of school failure, local school districts, regional offices of education, and consortiums of providers, including community colleges, community-based organizations, non-profit providers of instructional services or educational enhancements, municipal entities, and charter schools, are providing innovative instructional programs and comprehensive services. Students attending these programs either remain the responsibility of the local school district or are administratively transferred to a program. Students receive instruction according to an individualized education plan. While many students complete their education program in an alternative setting, most programs expect the student will return to his/her home school district. In the case of adjudicated youth, students move from the jurisdiction of the juvenile court or the Department of Corrections back to their district of residence. In addition, to increase the number of students that complete high school and successfully transition to postsecondary education and/or employment, several regional superintendents operate alternative high schools that meet the requirements for high school graduation for districts within the region. Under State

law, students enrolled in these programs are eligible to receive State aid generated by average daily attendance.

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

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

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

A.3 – Response

Illinois promotes the preparation of students for high-skill, high-wage, or high-demand occupations and non-traditional fields through a variety of avenues. Illinois provides grants to public secondary schools and community colleges with financial resources to develop, maintain and update career and technical education training programs that lead to high-skill, high-wage or high-demand career fields. Program approval processes include a variety of data collection, including regional data to verify need for program development and development of high skill, high wage, or high demand occupations. Grants to the system generally follow the goals established statewide by our administration for career and technical education. These grants cover priority areas such as program development, assessment and evaluation, access and success for special populations, and student completion and retention. The grants are designed to further promote activities that will support the system's achievement of its performance goals. Illinois statewide leadership grants scoped for special populations and gender equity provide assistance to locals through ongoing professional development promoting resources and services that assist local marketing, recruitment and service design efforts to support all special populations, including students interested in pursuing non-traditional programs of

study. Tech Prep in Illinois is a statewide initiative, supported in part by federal funds, in existence for promoting high-skill, high-wage, high-demand occupations. Secondary and post secondary schools work collaboratively with local partners to establish coursework and services that allow for smooth transition. CTE programs meet the criteria for preparing students for employment in a career and technical field. Furthermore, funds are used in a variety of projects that address both urgent needs of employers and emerging areas of study across the State.

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

A.4 – Response

Illinois provides support to career and technical education programs and services to individuals within the State correctional system by providing funds to the Illinois Department of Corrections (IDOC). Statewide communication and partnership to implement a system to better prepare offenders for job readiness through job preparedness training combined with job placement services throughout the state. Funds serve job preparation program at adult , correctional centers minimum security units, workcamps, and bootcamps.

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

A.5 – Response

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

B. Other Department Requirements

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

B – Response

Not applicable.

C. Procedural Suggestions and Planning Reminders

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

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

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

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

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

IV. ACCOUNTABILITY AND EVALUATION

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

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

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

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

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

A. Statutory Requirements

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

A.1 – Response

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

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

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

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

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

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

A.2 – Response

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

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

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

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

adjusted levels of performance statewide. College officials, secondary Education for Employment system directors and other stakeholders were engaged in discussions about the process for setting performance levels at the local level.

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

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

A.3 – Response

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

1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

Secondary Participant and Concentrator Definitions

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

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

Postsecondary Participant and Concentrator Definitions

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

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

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

A.4 – Response

The Performance Management Information System (PMIS) includes a foundation of individual student records matched to internal and external databases to produce performance measures. Statewide secondary academic assessment records based on

the NCLB are matched to CTE students to produce academic achievement measures in reading and mathematics skills with comparative total school results. Secondary school completion and program completion are derived from the foundational database. CTE program completers, which are our high school graduates with two or more credits in a program area, are matched against the Unemployment Insurance wage records and a higher education enrollment database to produce measures of employment, postsecondary continuation, and employment retention. Participation-rate measures for special populations are produced by comparing a school's total incidence rate with that of CTE programs.

Secondary student attainment of career and technical skill proficiencies, including student achievement on technical assessments have been and continue to be an important part for Illinois. To help Illinois collect data for the reporting of the Perkins IV Core Indicator 2S1, Illinois will assess eleventh grade students in Career and Technical Education using ACT WorkKeys tests (Applied Mathematics and Reading for Information). It has been proposed to include the third WorkKeys test, Locating Information. WorkKeys is the leading job skills assessment system in the nation, measuring "real world" foundational skills that are critical to job success. WorkKeys is tied to specific training and curriculum for skill improvement, enabling educators and trainers to help individuals improve their skills and enhance job opportunities. ACT WorkKeys applied mathematics and reading for information assessments measures the skills people use when they apply mathematical reasoning, critical thinking, and problem solving techniques to work-related problems and measures the skills people use when they read and use written text in order to do a job. By using the ACT WorkKeys assessment, Illinois is moving to the Gold Standard as defined by the Technical Skills Study Group. The Gold Standard encompasses (1) technical skill assessments, developed by external, third-party agencies to assess national or state-identified standards (e.g., nationally validated employer/industry and postsecondary cluster standards); (2) national, state, or industry-developed credentialing or licensing exams, typically used to control entry into a profession; or (3) standardized statewide assessments of technical skills, created by state administrators for local agency use. In addition to the ACT WorkKeys assessments, Illinois' Regional Area Career Centers are using State licensures in our Certified Nursing Assistant and Cosmetology programs. Currently, schools in Illinois are using about 1,000 NOCTI assessments most of which are delivered at Regional Area Career Centers. NOCTI assessments are based on national and industry standards and normally include a written and performance component. The assessments measure not only what is known, but also how that knowledge is applied.

Continuity in measurement approach across related federal programs promotes public confidence in the performance information the programs produce. The Illinois State Board of Education and the Illinois Community College Board collaborate on Perkins secondary and postsecondary programs, services, and administrative management. The Illinois Community College Board has administrative responsibility for Adult Education (Title II of the Workforce

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

STUDENT DEFINITIONS

Secondary Level:

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

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

Postsecondary/Adult Level:

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

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

MEASUREMENT DEFINITIONS

Secondary:

1S1: Academic Attainment – Reading/Language Arts

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

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

1S2: Academic Attainment – Mathematics

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

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

Examples for Indicators 1S1 and 1S2:

- Under these indicators, a state would not include in the data it reports under the Perkins Act a CTE concentrator who is a student who *at the time of the administration of the state assessment had not attended public schools within the state for a full academic year, as defined in the state’s Consolidated State Application Accountability Workbook*, because the state would not include this student in its computation of statewide adequate yearly progress under the Elementary and Secondary Education Act.
- Under these indicators, a state would include in the data it reports under the Perkins Act a CTE concentrator who took the reading/language arts and mathematics assessments in grade 10 and dropped out in grade 11 if the student’s grade 11 year is the reporting year.
- Under these indicators, if a state’s *Consolidated State Application Accountability Workbook* allows for the state to report a student’s last score on the

reading/language arts and mathematics assessments for accountability purposes under the Elementary and Secondary Education Act, the state may follow the same procedure for reporting the number of CTE concentrators who met the proficient or advanced level of an Elementary and Secondary Education Act assessment because a state would report the same score for a CTE student as reported under the Elementary and Secondary Education Act.

2S1: Technical Skill Attainment

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

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

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

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

3S1: Secondary School Completion

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

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

4S1: Student Graduation Rates

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as

described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act.

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

Because we are unable to produce this measure Illinois proposes to use 3S1 Secondary School Completion as a proxy.

5S1: Secondary Placement

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

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

6S1: Nontraditional Participation

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

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

6S2: Nontraditional Completion

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

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

Postsecondary:

1P1: Technical Skill Attainment

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

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

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

2P1: Credential, Certificate, or Diploma

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

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

3P1: Student Retention or Transfer

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

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

4P1: Student Placement

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

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

5P1: Nontraditional Participation

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

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

5P2: Nontraditional Completion

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

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

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

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

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

To measure attainment of these standards, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State's performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) would be a State's “annual measurable objectives” (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making “adequate yearly progress” (AYP) as required

under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

A.5(a) – Response

Illinois uses a state-developed assessment for the NCLB requirements in reading and mathematics as per Perkins IV. The Prairie State Achievement Examination is designed to measure the achievement of grade 11 students relative to the *Illinois Learning Standards* for reading, mathematics, and science. The Prairie State Achievement Examination includes three components: 1) a science assessment developed by the Illinois State Board of Education; 2) the ACT, which includes reading, English, mathematics, and science tests; and 3) two WorkKeys assessments (*Reading for Information* and *Applied Mathematics*).

Academic achievement will consist of the percentage of all concentrators scoring at the meet or exceed levels on the mathematics assessment and/or reading assessment from the Prairie State Achievement Exam or the Illinois Alternative Assessment. CTE students will also be disaggregated by the following categories: explorers, investors, and concentrators for reporting to the field, however, only the concentrators will be reported to OVAE.

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

A.5(b) – Response

Illinois uses the current approved definition from No Child Left Behind (NCLB) for graduation rate. The formula to calculate by dividing current graduates by fall freshmen four years ago plus transfers in minus transfers out/died.

Graduation rate is the number of 2004-05 high school graduates divided by the first-time grade 9 2001 fall enrollment, minus students transferred out, plus students transferred in, multiplied by 100. [Numerator = number of graduates,

denominator = (grade 9 enrollment - transfers out) + transfers in].

“Transfers out” include students from the freshman class who transferred to

another school or died prior to graduation. “Transfers in” encompass 2004-05 graduates who were not counted in the first-time grade 9 2001 fall enrollment; they may include students who transferred from another school, students with or without disabilities, and students who graduated in fewer or more than four years.

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

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

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

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

A.6 – Response

For both postsecondary and secondary Perkins, Illinois plans to use a gap-closing methodology to establish performance levels. The “gap” is the difference between the recent available actual mean performance (baseline) and the long-term goal for each measure. Local-level goal setting decisions will be influenced by performance

goals established by federal officials for Illinois on a statewide basis. Accordingly, local performance will be expected to increase at a level that allows the state to meet its commitment to federal officials.

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

Based on the standardized gap-closing approach, colleges will be provided with an initial goal from state officials. Within the parameters described below in item 7, if a district disagrees with the goal for its college it may propose a different goal through the following process: the president of a college whose college has met the parameters and thinks that the initial gap-closing proposal is not agreeable must formally request in writing an appeal to the Vice President of Instruction and Policy Studies of the Illinois Community College Board within 21 calendar days of the date on the e-mail/letter informing the college of the availability of data on the state-developed Postsecondary Perkins website. The local written proposal should include 1) the proposed revised goal(s), 2) a supportive rationale, and 3) a plan for how the revised goal(s) will be reached.

Appeals to the secondary plan should be within 30 days to ISBE. A review of the appeal will be conducted by Career Development and Preparation Division of the Illinois State Board of Education and other key stakeholders. The appeal must include a written proposal with detailed revised goals, supportive rationale, and measures to reach the revised goals.

Appeals that meet the parameters and are filed within the timeline specified above may be granted by state staff or, if deemed unacceptable to state staff, will be eligible to be heard by a Review Panel. The five-person Review Panel will include state (two Illinois Community College Board officials), and local (three college officials) representatives. Panel members will be asked to independently evaluate the original state goal and the alternate written local college goal, rationale, and plan. A form will be developed to use in the review process. Goals established by federal officials for Illinois’ statewide performance will be a major consideration in the review. Local performance will be expected to increase at a level that allows the state to meet its commitment to federal officials. The Review Panel may elect to schedule a conference call with the local college requesting a change to their goal or may choose at their discretion act on the written materials provided by college officials. Written materials from college officials should be prepared under the assumption that they will form the sole basis of the appeal. Local college appeals to goals can be requested for a maximum of one-third of the goals in a given year unless a written exception to

this policy is granted by the Illinois Community College Board Vice President of Instruction and Policy Studies.

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

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

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

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

A.7 – Response

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

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

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

A.8 – Response

The state will report its findings for the community college occupational programs and the secondary CTE systems, including Tech Prep, in terms of the number and percentage of those institutions that “did not meet,” “met,” or “exceeded” their performance goals. The report will present for each core indicator the findings, interpretation of the data, and recommendations.

The state performance report will also include findings on the statewide averages for each of the core indicators for CTE students, including Tech Prep students. The report will present for each core indicator the findings, interpretation of the data, and recommendations.

The Illinois State Board of Education will reconvene the State Plan Advisory Committee to review the findings and develop the recommendations. The state report will also be reviewed by the Illinois Workforce Investment Board Accountability and Research Committee before submitting it to the Illinois Workforce Investment Board, the Illinois State Board of Education, and USDE.

The local report will mirror the state report. For secondary programs the report will show the percentage of high schools and AVCs that have not met, met, or exceeded the performance goal for the year. That will be followed by the findings on the percentage of students above or below the local adjusted performance levels for each core indicator. The local report will further disaggregate the special population’s performance on the core indicators.

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

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

The Illinois Community College Board has created and maintains a separate Management Information System containing data about all students participating in the state’s community colleges in both credit and noncredit programs. Information for selected credit student populations is used for Perkins progress and performance

reporting. The unit record Management Information System includes an extensive array of demographic, programmatic, progress, and performance variables of interest to the Illinois Community College Board and the colleges. Within components of the Illinois Community College Board Management Information System, students are classified by curriculum, course enrollment, credit hours, career and technical graduate follow-up, special populations, and other data related to the Perkins core indicators. Tech Prep students are identified and tracked through a secondary and postsecondary administrative data matching process that is governed by a data-sharing agreement.

All data the Illinois Community College Board collect go through an extensive electronic edit process (validity checks, range checks, intersubmission reliability/consistency, etc.) and a “desk audit” review by state and local staff. Comparisons are made over time to help ensure submission completeness and identify any irregularities before the data are jointly agreed to as “final” by state and local staff. Colleges understand and appreciate that data supplied to the Illinois Community College Board are high stakes. Final information and data generated by the Illinois Community College Board are shared with other appropriate state and federal entities to meet their external reporting requirements. For example, at the state level, graduate data are used as a key component of the labor supply in the Labor Market Information Systems maintained by the Illinois Department of Employment Security. At the federal level, Illinois Community College Board data systems are used to report institutional level data for most Integrated Postsecondary Data Systems submissions.

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

A work group that includes college representatives will be used to provide additional review and guidance on Illinois core performance measures. The Illinois Community College Board will distribute and make available drafts of the core indicators and adjusted levels of performance to all the community colleges for further review and comment.

All local data submitted to the Illinois State Board of Education for the Performance Management Information System via the Illinois Student Information System and the Illinois Community College Board Management Information System are subject

to a data collection agreement between the Illinois State Board of Education and the local eligible recipient because the data are used not only for program improvement and accountability, but also for distribution of State General Revenue Funds for secondary and postsecondary CTE. This agreement states that the local entity is subject to audit. Upon an audit exception, local entities are required to return funds for over-reporting their data.

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

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

A.9 – Response

The Illinois State Board of Education and the Illinois Community College Board provide reporting entities with performance data based on what each entity submitted through the Illinois Student Information System or the Management Information System. Each local reporting entity must provide strategies and improvement plans when they fail to meet their local annual adjusted level of performance. Sample forms for the Secondary Career and Technical Education Strategies for Improving Performance and Postsecondary Program Improvement Plan follow. The actual forms will be based on recommendations for local educational agencies.

**SECONDARY CAREER AND TECHNICAL EDUCATION
STRATEGIES FOR IMPROVING PERFORMANCE**

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

In the space provided for each core indicator, check whether or not the system's most current actual local performance data exceeded, met, or did not meet the local Annual Adjusted Level of Performance (AALP). For each "did not meet", complete Part II of this form by listing 1) the programs by title and 2-digit CIP code that did not meet the AALP; 2) the Special Populations categories that did not meet the AALP; and 3) the major FY2008 strategies that will be used to improve student performance.

PART I

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

Sample

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

PART II (duplicate as necessary)

Submit a separate Part II for each Core Indicator that ‘DID NOT MEET’ local annual adjusted level of performance.

PROGRAMS

List by CIP Code and title the programs not performing at or above the local AALP (review performance data by at least two-digit CIP Code, i.e., 52.0000).

CIP CODE	PROGRAM

SPECIAL POPULATIONS

Check the special populations categories not performing at or above the local AALP (review performance data by individual special population). Currently only local data is available to determine if single parents and displaced homemakers are meeting the local AALP. This local data should be used to assist in identifying activities to assist these special populations groups in meeting the AALP.

- | | |
|---|---|
| <input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> Limited English Proficient
<input type="checkbox"/> Economically Disadvantaged | <input type="checkbox"/> Single Parents
<input type="checkbox"/> Displaced Homemakers
<input type="checkbox"/> Nontraditional |
|---|---|

Sample

STRATEGIES

Indicate below all major strategies to be used during FY2009 to increase student attainment of academic skills. Special emphasis should be placed on those programs and/or special populations groups not performing at or above the local AALP. Include the period of time when the strategy will be carried out, the person(s) responsible for completing the strategy and the amount of funding supporting the strategy.

FY 2009 STRATEGIES	TIMELINE	RESPONSIBLE PARTY(IES)	PERKINS FUNDING

Postsecondary Program Improvement Plan (PIIP)

Please provide all the information requested below for each indicator that did not meet the performance target (annually adjusted level of performance, or AALP).

Community College:

Perkins Core Indicator Being Addressed (complete a separate PIIP for each indicator):

Core Indicator AALP _____ Actual
Performance _____

This submission is a (check only one):

- New Plan - to be submitted in instances where no PIIP was previously required for the specific core indicator, but is now required based on the most recent data available.
- Plan Revision & Progress Update - to be submitted in instances where a PIIP was previously required for the specific core indicator and is required again based on the most recent data available.

PERFORMANCE BY PROGRAM AREAS (if available)

Report the performance of any specific program areas that did not meet the AALP for this indicator.

Program Area

CIP

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PERFORMANCE OF SPECIAL POPULATIONS

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

Special Population

Actual Performance

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Sample

PERFORMANCE IMPROVEMENT NARRATIVE

Please attach a narrative describing how the college plans to increase performance in this area and close the performance gaps. Include information regarding the particular special populations and program areas (if available) that did not meet the AALP in this indicator how the proposed activities will affect these groups. Be as specific as possible and include project timelines, amount of funds being allocated (Perkins and other), names/titles of responsible staff and any other details that will help delineate your approach.

If this is a Plan Revision and Progress Update, (see above) include in the narrative a summary of past efforts and a specific plan on how the college plans to increase performance in this area and close the performance gaps. Be as specific as possible and include outcomes from the previous year's activities.

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

A.10 – Response

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

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

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

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

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

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

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

- Focus Workforce Investment Act training investments on responding to the critical needs of the labor market, including flexible strategies for training in skill shortage areas;**
- Strengthen local Workforce Investment Boards by providing clear direction and support, so that these boards can become a means for improving the linkage between workforce and economic development;**
- Implement a Career Center network that is responsive to the needs of Illinois workers, makes effective use of current technology, and expands access for those most in need of such access; and**
- Improve management and accountability for workforce programs.**

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

B. Other Department Requirements

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

B.1(a-c) – Response

Illinois will be using the definitions agreed upon from the Accountability Form section, Part C.

- (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;
- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and
- (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional

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

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

B.2 – Response

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

C. Procedural Suggestions and Planning Reminders

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

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

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

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

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

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

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

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

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

V. TECH PREP PROGRAMS

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

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

A. Statutory Requirements

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

A.1 – Response

Tech Prep is fully integrated throughout Illinois. The 40 Tech Prep consortia coordinate the alignment and articulation efforts of the 39 Illinois Community Colleges districts, the Illinois Education for Employment regions, and the Illinois high schools engaged in the delivery of CTE programs.

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

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

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

Upon receipt of the complete proposal:

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

Following staff approval, the Illinois Community College Board will forward to the consortium director the final grant agreement form, which includes:

- **all the requisite certification and assurance forms,**
- **the approved budget (including information on financial drawdown methods and other fiscal procedures), and**
- **the scope of work (as submitted in the proposal).**

The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal (e.g., community college president, superintendent, or board officer) and returned to the Illinois Community College Board in order to activate the grant. Audits will be based on the information provided in the signed grant agreement.

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

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

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

A.2 – Response

Illinois Tech Prep Consortia are supported by Title II funding. Annual grants are non-competitive and are allocated based on the Tech Prep funding formula.

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

A.3 – Response

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

4. You must describe how your agency will ensure that each funded tech prep program—
 - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

A.4(a) – Response

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

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

A.4(b) – Response

The annual Tech Prep grant guidelines require that all Tech Prep Consortium shall develop Programs of Study that:

1. **Combines a minimum of 2 years of secondary education with a minimum of 2 years of postsecondary education (or 2 year apprenticeship program) in a nonduplicative, sequential course of study.**
2. **Integrates academic and career and technical education instruction, and utilizes work-based learning (where appropriate and/or available);**
3. **Provides technical preparation in a career field, including high skill, high wage or high demand occupations;**
4. **Builds student competence in technical skills and in core academic subjects (as appropriate) through applied, contextual, and integrated instruction in a coherent sequence of courses;**
5. **Leads to technical skill proficiency, an industry-recognized credential, a certificate or a degree, in a specific career field;**

6. Leads to placement in high skill or high wage employment, or to further education; and
7. Utilizes career and technical education programs of study, to the extent practicable.

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

1. Meet state academic standards;
 2. Link secondary schools and community colleges, and if possible and practicable, 4 years colleges and universities, through:
 - A. Nonduplicative sequences of courses in career fields;
 - B. The use of articulation agreements; and
 - C. The investigation of opportunities for secondary Tech Prep students to participate in dual credit/dual enrollment coursework;
 3. Use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry; and
 4. Use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.
- (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

A.4(c) – Response

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

1. Meet state academic standards;
2. Link secondary schools and community colleges, and if possible and practicable, 4 years colleges and universities, through:
 - A. Nonduplicative sequences of courses in career fields;
 - B. The use of articulation agreements; and
 - C. The investigation of opportunities for secondary Tech Prep students to participate in dual credit/dual enrollment coursework;

3. **Use, if appropriate and available, work-based learning experiences in conjunction with business and all aspects of an industry; and**
 4. **Use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.**
- (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

A.4(d) – Response

The annual Tech Prep grant guidelines require the following: All Tech Prep projects must include inservice training for secondary and postsecondary instructors and counselors. Inservice training includes any type of appropriate professional development processes provided by the consortium, particularly those focused on enhancing the Tech Prep components. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.

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

A.4(e) – Response

The annual Tech Prep grant guidelines require the following: All Tech Prep projects must include inservice training for secondary and postsecondary instructors and counselors. Inservice training includes any type of appropriate professional development processes provided by the consortium, particularly those focused on enhancing the Tech Prep components. This requirement is reviewed as part of the annual monitoring of Tech Prep Consortia.

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

A.4(f) – Response

The annual Tech Prep grant guidelines require the following: All Tech Prep projects must provide equal access to the full range of Tech Prep educational programs to individuals who are members of special populations. According to Perkins IV, Special Populations refers to “individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields (nontraditional fields refers to occupations for which individuals from one gender comprise less than 25% of

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

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

A.4(g) – Response

The annual Tech Prep grant guidelines require the following: All Tech Prep projects must provide preparatory services that assist all populations to participate in Tech Prep education programs. Preparatory services may take the form of career development and guidance activities and recruitment. Tech Prep includes activities to ensure that Tech Prep students have an opportunity to become aware of the full range of career options, and can make informed career choices. An Individualized Career Plan (ICP) is required to be a Tech Prep student.

The Tech Prep consortium provides information and services to parents by assisting them to fully understand and to assist their child to make informed decisions about Tech Prep. These requirements are reviewed as part of the annual monitoring of Tech Prep Consortia.

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

A.4(h) – Response

The FY2009 Tech Prep Consortia grant guidelines will require that Illinois Tech Prep Consortia must closely coordinate activities with the activities funded by the member Education for Employment Regional Delivery System and community college(s) basic state grants.

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

A.5 – Response

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

Perkins IV Tech Prep Accountability Requirements

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

- 1. The number of secondary and postsecondary Tech Prep students served;**
- 2. The number and percent of such secondary Tech Prep students who:**
 - a. Enroll in postsecondary education;**
 - b. Enroll in the same field or major as when such students were at the secondary level;**
 - c. complete a state or industry recognized certification or licensure;**
 - d. Successfully complete postsecondary credits as a secondary student;**
 - e. Enroll in a remedial math, writing, or reading course at the postsecondary level.**
- 3. The number and percent of postsecondary Tech Prep students who:**
 - a. Are placed in a related field of employment not later than 12 months after graduation from the Tech Prep Program;**
 - b. Complete a state or industry required certification or licensure;**
 - c. Complete a two-year degree or certificate program within the normal time for completion of such programs;**
 - d. complete a baccalaureate degree program within the normal time for completion of such programs.**

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

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

The FY 2009 Tech Prep guidelines will require the following:

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

B. Other Department Requirements

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

B.1 – Response

See Appendix H for the Fiscal Year 2009 Illinois Tech Prep Consortium Grant Guidelines.

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

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

C. Procedural Suggestions and Planning Reminders

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

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

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

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

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

VI. FINANCIAL REQUIREMENTS

All States must complete this entire section.

A. Statutory Requirements

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

A.1 – Response

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

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

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

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

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

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

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

A.2 – Response

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

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

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

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

See Appendix K for allocations to secondary Regional Delivery Systems.

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

A.3 – Response

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

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

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

See Appendix L for allocations to postsecondary community colleges.

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

A.4 – Response

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

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

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

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

See Appendix K for allocations to secondary Regional Delivery Systems.

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

A.5 – Response

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

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

A.6 – Response

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

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

A.7 – Response

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

B. Other Department Requirements

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

B.1 – Response

A detailed project budget is included in Part B.

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

B.2 – Response

A list of allocations made to consortia (secondary) from funds available under sections 112(a) of the Act is included in Appendix K. There are no postsecondary consortia. No allocations will be made for 112(c) of the Act.

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

B.3 – Response

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

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

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

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

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

See Appendices K and L for secondary and postsecondary allocations.

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

B.4 – Response

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

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

B.5 – Response

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

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

B.6 – Response

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

C. Procedural Suggestions and Planning Reminders

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

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

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

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

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

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

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

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

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

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

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

A. EDGAR Certifications

1. The State of Illinois is providing a written and signed certification that—
 - (a) The plan is submitted by the state agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term “eligible agency” means a **state board** designated or created consistent with state law as the sole state agency responsible for the administration, or the supervision of the administration, of career and technical education in the state. See Sec. 3(12).*]
 - (b) The state agency has authority under state law to perform the functions of the state under the program. [34 CFR 76.104(a)(2)]
 - (c) The state legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
 - (d) All provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
 - (e) A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under the plan. [34 CFR 76.104(a)(5)] [*Note: If a state wishes for the Department to continue sending the grant award documents directly to the state director, this individual’s title needs to be listed on this portion of the assurance.*]
 - (f) The state officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
 - (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
 - (h) The plan is the basis for state operation and administration of the program. [34 CFR 76.104(a)(8)]

B. Other Assurances

1. The State of Illinois has submitted a copy of the state plan to the state office responsible for the Intergovernmental Review Process if your state implements that review process under Executive Order 12372. [See 34 CFR Part 79]
2. The State of Illinois has provided a complete and signed ED Form 80-0013 for certifications regarding lobbying – copy attached; [See 34 CFR Part 82.]

3. The State of Illinois has provided a complete and signed Assurance for Non-Construction Programs Form – copy attached.
4. The State of Illinois will provide this signed assurance that we will comply with the requirements of the Act and the provisions of the state plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other federal or state programs. [Sec. 122(c)(11)]
5. The State of Illinois will provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. The State of Illinois will provide this signed assurance that we will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area, or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. The State of Illinois will provide this signed assurance that we will provide, from nonfederal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from nonfederal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. The State of Illinois will provide this signed assurance that we and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. The State of Illinois will provide this signed assurance that, except as prohibited by state or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
10. The State of Illinois will provide this signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served

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

C. Procedural Suggestions and Planning Reminders

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE State Superintendent of Education
APPLICANT ORGANIZATION Illinois State Board of Education	DATE SUBMITTED May 4, 2007

CERTIFICATION REGARDING LOBBYING

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

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

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

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

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Illinois State Board of Education	Carl D. Perkins Career and Technical Education Act of 2006 FY 2007-2008 One-Year Transition Plan
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Christopher A. Koch, State Superintendent of Education	
SIGNATURE	DATE
	May 4, 2007

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE State Superintendent of Education
APPLICANT ORGANIZATION Illinois State Board of Education	DATE SUBMITTED May 4, 2007

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

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

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Illinois State Board of Education	Carl D. Perkins Career and Technical Education Act of 2006 FY 2007-2008 One-Year Transition Plan
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Christopher A. Koch, State Superintendent of Education	
SIGNATURE	DATE
	May 4, 2007

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

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

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

II. Title II: Tech Prep Programs

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

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
 (For Federal Funds to Become Available Beginning on July 1, 2007)

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

A. Total Title I Allocation to the State	<u>\$45,113,401</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ _____ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$45,113,401</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x ___%</i>)	<u>\$38,346,391</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ _____ 0
a. Secondary Programs (___% of <i>Line D</i>)	\$ _____ 0
b. Postsecondary Programs (___% of <i>Line D</i>)	\$ _____ 0
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$38,346,391</u>
a. Secondary Programs (<u>60</u> % of <i>Line D.2</i>)	<u>\$23,007,835</u>
b. Postsecondary Programs (<u>40</u> % of <i>Line D.2</i>)	<u>\$15,338,556</u>
E. State Leadership (not more than 10%) (<i>Line C x <u>10</u> %</i>)	\$ <u>4,511,340</u>
a. Nontraditional Training and Employment (<u>\$150,000</u>)	
b. Corrections or Institutions (<u>\$451,134</u>)	
F. State Administration (not more than 5%) (<i>Line C x <u>5</u>%</i>)	<u>\$2,255,670</u>
G. State Match (<i>from non-federal funds</i>) ¹	<u>\$2,255,670</u>

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

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	<u>\$4,052,360</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u> 0</u>
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	<u>\$4,052,360</u>
D. Tech-Prep Funds Earmarked for Consortia	<u>\$3,927,360</u>
1. Percent for Consortia (<i>Line D divided by Line C</i>) [<u>97</u> %]	
2. Number of Consortia <u> 40 </u>	
3. Method of Distribution (<i>check one</i>):	
a. <u> X </u> Formula	
b. <u> </u> Competitive	
E. Tech-Prep Administration	<u>\$125,000</u>
1. Percent for Administration (<i>Line E divided by Line C</i>) [<u>3</u> %]	

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

I. Definitions of Student Populations

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

II. Identification of Measurement Definitions/Approaches

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

III. Baseline Data

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

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

IV. Performance Levels

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

V. State Confirmation of Final Agreed Upon Performance Levels

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

I. Student Definitions

A. Secondary Level

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

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

B. Postsecondary/Adult Level

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

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

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. Secondary Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the state’s computation of adequate yearly progress and who, in the reporting year, left secondary education.</p>	Administrative Records	B: 42.29%	L: 42.79% A:	L: 43.29% A:
1S2 Academic Attainment – Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress and who, in the reporting year, left</p>	Administrative Records	B: 37.12%	L: 37.62% A:	L: 38.12% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	<p>secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the state’s computation of adequate yearly progress and who, in the reporting year, have left secondary education.</p>				
<p>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessment during the reporting year.</p>	Administrative Records	B:	L: A:	L: A:
<p>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state)during the</p>	Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	reporting year. Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.				
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	Administrative Records	B: 69.00%	L: 70.00% A:	L: 71.00% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be accessed between October 1, 2007, and December 31, 2007). Denominator: Number of <u>CTE</u>	Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	<u>concentrators</u> who left secondary education during the reporting year.				
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	Administrative Records	B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	Administrative Records	B:	L: A:	L: A:

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. PostSecondary/Adult Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	Administrative Records	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> in the postsecondary education tracking cohort for the reporting year.</p>	Administrative Records	B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p>	Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	<p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>				
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who completed and were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007. Administrative data matching reporting timelines require a one-year lag in the reporting cycle).</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed and left postsecondary education during the reporting year.</p>	Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>5P1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
	<p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>				
<p>5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

APPENDIX A

APPENDIX B

APPENDIX C (1 of 2)

APPENDIX C (2 of 2)

APPENDIX D

APPENDIX E

APPENDIX F

APPENDIX G

APPENDIX H

APPENDIX I

APPENDIX J

APPENDIX K

APPENDIX L