

FY09 Supporting Guidelines

For

Career and Technical Education Improvement (CTEI) and Perkins IV Grants

Included in this packet are due dates with support documents to assist in completion of FY09 Grants. (This information is also available at <http://www.isbe.net/career/default.htm> for electronic completion of available forms.)

Due April 30, 2008

1. The Career and Technical Education Improvement Grant Application must be completed in the Illinois State Board of Education (ISBE) electronic Grant Management System (eGMS).
2. The Carl D. Perkins Career and Technical Education Grant Application must be completed in the ISBE eGMS.
3. Career and Technical Education Instructional Program changes must be submitted annually to ISBE. **Accuracy is critical.** The instructional offerings are the basis for approval and funding of career and technical education programs; they form the instructional and financial foundation for other grants and initiatives. Changes will be incorporated in the Regional Data File sent from ISBE. Discrepancies must be reconciled within **thirty days** of the receipt of the approval. All changes must be submitted **before** the start of instruction. The Secondary Career and Technical Instructional Programs Changes Forms (**Attachment A**) to submit requested changes are:
 - **Part I – Changes to Existing Schools, Courses, Etc.**
 - **Part II – Identify Changes to Existing Course Data Elements**
 - **Request for New Regional Course Data**
4. A five-year regional rotation plan (**Attachment B**) for the review and improvement of all CTE instructional programs must be submitted annually.

Due June 30, 2008

1. The Agricultural Education Incentive Funding Grant Application must be completed online. Please refer to the grant packet for full instructions and timelines.

Due September 30, 2008

1. Return of system personnel verification form. Preprinted lists of system personnel will be provided in the summer by the Illinois State Board of Education (ISBE). The system personnel list should be reviewed, information verified, and returned with any changes to ISBE.
2. Update and verification of system participants. A preprinted list of member school districts will be provided in the summer by ISBE. The system should verify the accuracy of participating

districts and the 15-digit ISBE identification number in your Illinois Student Information System database and correct any errors directly on this sheet and return to ISBE.

3. The EFE/Teacher Service Record Cross Reference Listing of Personnel FY 2008 report will be provided in the summer by ISBE. The system should review to see if the Career and Technical Education teachers are being properly coded for their assignment in the Teacher Service Records for FY 2009 and proper certification. Any miscoding should be clarified with the school district for correction in the next year's Teacher Service Record file submission. **Note – This listing is NOT to be returned to ISBE.**
4. The System's **current** Cooperative/Intergovernmental Agreement must be submitted.
5. The **current** Area Career/Technology Centers' Cooperative Agreement within the System must be submitted, including a listing of member districts.
6. The Secondary Career and Technical Education Strategies for Improving Performance Form (**Attachment C**) must be submitted. Reporting requirements for improving student performance on the core indicators may be adjusted for FY2009 as a result of the State's negotiations for Perkins IV State Plan. Systems that "met" or "exceeded" their Annual Adjusted Level of Performance (AALP) will have minimal reporting requirements. Systems that "did not meet" their AALP will be required to report their improvement strategies. Those systems will need to show a direct link between Perkins expenditures and the core indicators where student performance "did not meet" the AALP. Directions for reporting requirements will be disseminated in time to complete and return responses to ISBE by the due date.
7. The FY2008 Consolidated Annual Report (**Attachment D**). This report will assist in documenting successful implementation of Perkins grant supported improvement strategies by the system.
8. CTE Planning and Reporting Form in the **FY2008** Career and Technical Improvement and Perkins Grant must be submitted with the Outcomes column completed.
9. Agricultural Education Incentive Funding Grant Budgets are due to FCAE Field Advisor September 15, 2008 and from Field Advisor to ISBE no later than September 30, 2008. The budget summary and payment schedule will be generated at ISBE. **Note:** Education for Employment Regional Delivery Systems will be notified of allocations no later than August 15, 2008.

ATTACHMENTS

SECONDARY CAREER & TECHNICAL EDUCATION INSTRUCTIONAL PROGRAM CHANGES FORM

**System
Name:** _____

**EFE
#:** _____

Identify using this form or similar format, any changes requested to Secondary Career & Technical Education for the 2008-09 school year.

PART I – CHANGES TO EXISTING SCHOOLS, COURSES, ETC.

CIP Code	Regional Course Title	School	Add Course		No Enrollment	Drop Course	Add CIP <input checked="" type="checkbox"/>	Drop CIP <input checked="" type="checkbox"/>
			Course #	Site or X*				
<i>Ex. 01.0100</i>	<i>Ag Business & Management</i>	<i>Allentown High School</i>	<i>AG504</i>	<i>X</i>			<input checked="" type="checkbox"/>	
		<i>Pillsbury High School</i>	<i>AG550</i>	<i>Allentown</i>				

If course is taught on-site, indicate as X. If students travel to another site for course, identify by school name. **Do not enter new courses on this form. If course is in multiple CIPs, i.e., all – indicate all. If in all industrial CIPs, indicate IND. Do not list the same course at a school more than once on this form. Indicate if course addition for school is from the no enrollments list. A class list must be submitted for reinstatement of no enrollment courses.*

REQUIRED NEW REGIONAL COURSE DATA

Regional Course ID

List the course identification number assigned by the region. This can contain both alphabetic and numeric data.

Regional Course Title

Identify the course name.

Approval Level

Identify the Approval Level of the course.

- 3 - Orientation
- 1 - Training
- 5 - Adult - Non-Credit Program
- 6 - Adult - Non-Credit Course
- 7 - Adult - Apprenticeship Program
- 8 - Adult Orientation (used only for DHS and DOC)

Semesters to Complete

Identify the course length based on the number of semesters needed to earn full credit for the course.

Credits Per Semester

Identify the Credits Per Semester assigned to the course.

Variable Credit

Identify if the course is Variable Credit and the range.

Instructional Approach

Identify the appropriate Instructional Approach using one of the following codes:

- 1 - Conventional
- 2 - Cooperative Education Program
- 3 - Apprenticeship Program

Double Period

Indicate if the course is eligible for the Double Period funding factor (.3)

CIP(s)

Enter the CIP codes for all program sequences in which this course appears.

Course Offering Schools

List schools offering course - identify on-site or available at other site.

Course Description

Course content description.

Refer to ISIS Help Screen and User Manual for Additional Information

REQUEST FOR NEW REGIONAL COURSES

System Name: _____

EFE

#: _____

Complete the following required information for each new course requested.

Regional Course ID	Regional Course Title			
Approval Level <input type="checkbox"/> 3 Orientation <input type="checkbox"/> 1 Training <input type="checkbox"/> 5 Adult – Preparation <input type="checkbox"/> 6 Adult – Orientation <input type="checkbox"/> 7 Apprenticeship <input type="checkbox"/> 8 Only for DHS & DOC	Semesters to Complete	Credits Per Semester	Variable Credit <input type="checkbox"/> Yes <input type="checkbox"/> No	Range of Variable Credit
	Instructional Approach		Double Period	
	<input type="checkbox"/> 1 – Conventional <input type="checkbox"/> 2 – Cooperative Education Program <input type="checkbox"/> 3 – Apprenticeship Program		<input type="checkbox"/> Yes <input type="checkbox"/> No	
CIPs:				
Schools: (indicate taught on site [X] or off-site [identify by school name]) <i>Ex. Allentown = X</i> <i>Pillsbury = students travel to Allentown</i>				
Course Description				

SAMPLE

System Name: _____ EFE #: _____

FIVE YEAR ROTATION SCHEDULE FOR CTE PROGRAM REVIEW AND IMPROVEMENT

Identify below (or using similar format) the five-year rotation plan for the review and improvement of all of the System's career and technical education instructional programs from FY08-FY13.

Provide outcomes for the activities completed in listed prior years, at a minimum FY08. The importance of this document is focus on every CIP throughout a five year span continuous program planning and improvement.

Fiscal Year	CIP Code	Program Name	Activity Detail	Outcomes (once completed)
2008	20.0400	Food Service, Hospitality and Management Services	2 planning meetings. 2 training sessions with all region teachers and presenters.	FCS instructors have completed Sanitation Instructors coursework to be able to prepare students for exam. Some are giving exam in the classroom. Training on CRI food service lessons and resources
	51.1613	Licensed Practical Nurse	Electronic communication with instructors. 2 face to face meetings/presentations of current regulations.	Review regulation information which verified current curriculum.
2009	46.1000	Construction Trades	Plan meeting with local Business/Industry to gain snapshot of current status. Follow-up meeting with area education partners.	

	20.0200	Child, Day Care and Education Services	Meeting with consultant for updates and curriculum mapping with ELA. Regional instructor training –CRI.	
2010	51.1614	Certified Nurse Assistant	Bring together advisory group. Investigate opportunities for improvement and expansion.	
		<u>**Continue until all CIPs are represented in the five-year plan</u>		

**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 FY2009 strategies that will be used to improve student performance.

PART I

<i>CORE INDICATOR</i>	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.			

<p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>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.</p>			

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. (Illinois is continuing to collect academically disadvantaged data.)

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

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.

<i>FY 2009 STRATEGIES</i>	TIMELINE	RESPONSIBLE PARTY(IES)	PERKINS FUNDING

FY2008 Consolidated Annual Report
Due September 30, 2008

State's Improvement Strategies

Education Community Involvement
Career Development
Student Support
Level of Performance
Professional Development
Integration
Program of Study

System Name: _____ Person Responding: _____

Describe the implementation and success of one or more of the State's improvement strategies.

1. What was the intervention?

2. Who implemented the intervention?

3. How long did the intervention last?

4. How many sites/students/programs were "targeted" for intervention?

Describe the estimated impact of those improvement strategies.

1. What kind of improvement (skills attained/attendance/opportunities/attitude) was observed?

2. How (test scores/student work/cooperation) was it observed?

3. How many people were impacted?

4. What changes should be made if this strategy is tried again?