

# **FY10 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 FY10 Grants. (This information is also available at <http://www.isbe.net/career/default.htm> for electronic completion of available forms.)

#### **Due April 30, 2009**

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**

**Note: Request for New Regional Program – See instructions at:**  
<http://www.isbe.net/career/default.htm>.

4. A five-year regional rotation plan (**Attachment B**) for the review and improvement of all CTE instructional programs must be submitted annually.

#### **Due September 30, 2009**

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 2009 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 2010 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 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 FY2010 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.

# ATTACHMENTS





## ***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.

**REQUEST FOR NEW REGIONAL COURSES**

**System Name:** \_\_\_\_\_ **EFE #:** \_\_\_\_\_

Complete the following required information for each new course requested.

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



**Attachment B  
FY2010**

**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)
<b>2008</b>	<b>20.0400</b>	<b>Food Service, Hospitality and Management Services</b>	<b>2 planning meetings.  2 training sessions with all region teachers and presenters.</b>	<b>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</b>
	<b>51.1613</b>	<b>Licensed Practical Nurse</b>	<b>Electronic communication with instructors.  2 face to face meetings/presentations of current regulations.</b>	<b>Review regulation information which verified current curriculum.</b>
<b>2009</b>	<b>46.1000</b>	<b>Construction Trades</b>	<b>Plan meeting with local Business/Industry to gain snapshot of current</b>	

**Attachment B**  
**FY2010**

			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.	
		<b><u>**Continue until all CIPs are represented in the five-year plan</u></b>		

**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 FY2010 strategies that will be used to improve student performance.*

**PART I**

<i>CORE INDICATOR</i>	<b>ANNUAL ADJUSTED LEVEL OF PERFORMANCE</b>		
	Exceeded	Met	Did not Meet
<p><b>1S1 ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS</b> Percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> 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.</p>			
<p><b>1S2 ACADEMIC ATTAINMENT – MATHEMATICS</b> Percentage of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> 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.</p>			
<p><b>2S1 TECHNICAL SKILL ATTAINMENT</b> 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.</p>			
<p><b>3S1 SECONDARY SCHOOL COMPLETION</b> 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>			

**Attachment C**  
**FY2010**

<p><b>4S1 STUDENT GRADUATION RATES</b> 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><b>5S1 SECONDARY PLACEMENT</b> 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><b>6S1 NONTRADITIONAL PARTICIPATION</b> 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><b>6S2 NONTRADITIONAL COMPLETION</b> 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>			

# Attachment C FY2010

**PART II** (duplicate as necessary)

Submit a separate Part II for each Core Indicator that 'DID NOT MEET' local annual adjusted level of performance (AALP.)

**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). Reporting academically disadvantaged data is a requirement in Illinois.

- \_\_\_\_\_ Individuals with disabilities
- \_\_\_\_\_ Individuals from economically disadvantaged families, including foster children
- \_\_\_\_\_ Individuals preparing for non-traditional fields
- \_\_\_\_\_ Single parents, including single pregnant women
- \_\_\_\_\_ Displaced homemakers
- \_\_\_\_\_ Individuals with limited English proficiency
- \_\_\_\_\_ individuals who are academically disadvantaged

**STRATEGIES**

Indicate below all major strategies to be used during FY2010 to increase student attainment. 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 party(ies) responsible for completing the strategy and the amount of funds supporting the strategy.

<i>FY 2010 STRATEGIES</i>	TIMELINE	RESPONSIBLE PARTY(IES)	PERKINS FUNDING