

ILLINOIS STATE BOARD OF EDUCATION  
 Career Development and Preparation, E-426  
 100 North First Street  
 Springfield, Illinois 62777-0001

FY 2004 CAREER AND TECHNICAL EDUCATION IMPROVEMENT GRANT  
 Planning and Reporting Form

SYSTEM NAME	EFE #	GRADE LEVEL (Check grade levels addressed by activities on this page)		
		<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle School/Jr. High	<input type="checkbox"/> High School

**QUALITY COMPONENTS OF A CTE SYSTEM**

- |  |   |  |
|--|---|--|
| 1. Business, Community and Education Collaboration | 3. Comprehensive Student Support Services         | 5. Fully-Qualified Instructional Staff             |
| 2. Comprehensive Career Development K-12           | 4. Continuous Data-Driven Planning and Evaluation | 6. Rigorous and Challenging Instructional Programs |

**PLANNING FORM DUE APRIL 30, 2003**

Complete this form as a part of the FY04 Career & Technical Education Improvement (CTEI) grant application. Use this form to record the activities planned by the system for FY04 which will address improvement of each of the six Quality Components of a CTE System. All Quality Components identified above must be addressed. On the form below, include the following information.

- Column 1** Enter the number(s) of the Quality Components that are being addressed by each activity listed in column 2.
- Column 2** List FY04 system Activities to be conducted for improvement of career and technical education.
- Column 3** Describe the Expected Outcomes for each of the activities in column 2.
- Column 4** Anticipated Budget/Fund Sources that the system expects to use to support the activities, such as CTEI grant, Perkins grant, local funds.

**Submit form to ISBE with the CTEI grant in the FY04 Secondary Plan Update.**

**OUTCOMES DUE JULY 31, 2004, BUT NO LATER THAN SEPTEMBER 30, 2004**

- Column 5** At the end of the fiscal year, complete the Outcomes column of the Planning and Reporting form. Include as much quantifiable information as possible related to number and type of individuals involved in the activity, specific products developed, and any measurable outcomes. **Return to ISBE 7/31/04, but no later than 9/30/04 as a part of the fall Secondary Plan Update.**

COMPONENT(S) # (Column 1)	ACTIVITY (Column 2)	EXPECTED OUTCOMES (Column 3)	ANTICIPATED BUDGET/ FUND SOURCES (Column 4)	OUTCOMES (Column 5)

**APPENDIX B**

SYSTEM NAME	EFE #	GRADE LEVEL <i>(Check grade levels addressed by activities on this page)</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School/Jr. High <input type="checkbox"/> High School
-------------	-------	--

COMPONENT(S) # <small>(Column 1)</small>	ACTIVITY  <small>(Column 2)</small>	EXPECTED OUTCOMES  <small>(Column 3)</small>	ANTICIPATED BUDGET/ FUND SOURCES  <small>(Column 4)</small>	OUTCOMES  <small>(Column 5)</small>

## QUALITY COMPONENTS OF CTE SYSTEMS

Listed below are six Quality Components for CTE Systems. Listed under each component are characteristics that help define the component. This is not an all inclusive list. The intent is to provide guidance to the system in identifying and planning for appropriate activities that may be supported through the Career & Technical Education Improvement (CTEI) grant.

### 1. Business, Community and Education Collaboration

- a) Involving business, community and education leaders to review program scope and quality, technology capacity, information dissemination activities, evaluation methods, and system effectiveness in order to recommend strategies for improvement.
- b) Involving businesses in supporting the delivery of instruction, such as mentoring or internships.
- c) Collaborating with member districts in developing and implementing their School Improvement Plans.
- d) Articulating programs and services with postsecondary institutions.
- e) Collaborating with adult training centers, including Illinois Education and Training Centers, to coordinate services.
- f) Coordinating with alternative high school programs to serve potential participants.
- g) Ensuring that all CTE personnel are highly qualified for the positions they hold.

### 2. Comprehensive Career Development K-12

- a) Providing coordinated K-8 activities that support individual achievement of the Illinois Learning Standards *and* the career development competencies.
- b) Implementing a process for all 8-12 students to develop, and annually revise, a career plan.
- c) Conducting activities that facilitate student transition from middle school/junior high to high school.
- d) Coordinating comprehensive career guidance services, including current career information, for all students.
- e) Developing transition services that provide the knowledge and skills to enable students to transition from high school to postsecondary education and employment.

### **3. Comprehensive Student Support Services**

- a) Developing outreach strategies to inform students of available programs and services, including nontraditional occupations and programs.
- b) Providing support services to members of special populations groups to improve successful participation in and completion of CTE programs.
- c) Raising awareness of teachers and counselors to barriers in program recruitment, retention and completion.
- d) Sharing strategies to overcome barriers.

### **4. Continuous Data-Driven Planning and Evaluation**

- a) Efficiently delivering sequential instruction for regionally-designed, labor market-driven CTE programs.
- b) Supporting CTE programs that are of appropriate quality and scope.
- c) Providing professional development opportunities for developing and expanding instructional strategies to improve outcomes.
- d) Reviewing and evaluating data to identify student achievement and program quality.
- e) Implementing improvement strategies.

### **5. Fully-Qualified Instructional Staff**

- a) Employing fully certified and qualified personnel holding an initial or standard teaching certificate.
- b) Supporting ongoing professional development.
- c) Basing professional development activities on secondary CTE performance indicators and content-area requirements.
- d) Acquiring knowledge and skills necessary to upgrade CTE programs and support related initiatives.

### **6. Rigorous and Challenging Instructional Programs**

- a) Integrating Illinois Learning Standards content-area instruction *and* CTE content-area instruction.
- b) Providing access to complete sequences of CTE instructional programs, as well as to Illinois-recognized career and technical content-area student organizations.
- c) Revising curricula and instructional methods to meet appropriate state and industry standards.
- d) Ensuring that CTE instruction is supported with state-of-the-art facilities, equipment, technology and supplies.
- e) Incorporating various related initiatives to support and expand student opportunities.