

Carl D. Perkins Act of 1998
CONSOLIDATED ANNUAL REPORT FOR FY2002
State of Illinois

EXECUTIVE SUMMARY

I. PROGRAM ADMINISTRATION

The Illinois State Board of Education (ISBE) is the sole State agency in Illinois responsible for the administration, operation and supervision of career and technical education programs under the Carl D. Perkins Vocational and Applied Technology Education Act of 1998. The State Superintendent is the executive officer of ISBE. The Division Administrator of the Career Development Division is the State director of career and technical education.

a. Report on State Administration

The team that directed and carried out the various activities related to Perkins III included the Manager of the Standards-Aligned Learning Department and the Division Administrator for the Career Development Division. Partners from the Illinois Community College Board (ICCB) and system provide leadership for postsecondary activities through a contractual agreement. The Executive Vice President and Senior Director for Program Planning and Accountability are the lead ICCB staff members from this agency.

b. Report on State Leadership

1. Required Activities

Through a broad range of initiatives, ISBE and its partners addressed all of the activities required under section 124 of the Act: assessing the programs carried out, expanding the use of technology, providing for professional development, implementing interventions that improve student skills, providing preparation for nontraditional training and employment, supporting partnerships among local educational agencies, serving individuals in institutions, and supporting programs for special populations. Of particular interest are those initiatives regarding assessment, technology and special populations training that will lead to substantial program improvements over the remaining years of the Act.

2. Permissive Activities

The permissive areas addressed in FY 2002 were guidance services, local evaluation, articulation agreements, and training in all aspects of the industry, integrated instruction, and size, scope, and quality of courses. Guidance services and local evaluation initiatives, particularly Tech Prep evaluation, deserve special note and have been described in greater detail.

3. Core Indicator Related Activity

The activities undertaken related to the core indicators moved Illinois substantially forward in FY 2002. There were several technological and non-technological initiatives, cited in the narrative, which refined and improved the quality of data collection. As a result of on-going collaboration, a system of continuous improvement exists for career and technical education programs in Illinois.

c. Implications for New Fiscal Year/State Plan

The State Leadership activities implemented in FY 2002 yielded positive results and provided valuable insights. Illinois practices a forward-looking attitude in this regard and has identified a number of efforts that would enhance the collection of core indicator data and the usability of their supporting systems.

II. PROGRAM PERFORMANCE

a. State Performance Summary

Most of the negotiated performance levels have been reached ahead of schedule. This information will now be used to determine where further attention is needed. Program improvement activities will be designed to continue to improve results.

FY2000 Core Indicator	Measurement Approach	Baseline Performance Level	Negotiated Performance Level	Actual Performance Level
1S1	High School Completion (Proxy)	92.38%	92.38%	94.43%
1S2	State Skill Standards Assessment	49.29%	49.90%	45.39%
2S1	High School Completion	92.38%	92.38%	94.43%
3S1	Employment and Postsecondary Ed.	79.25%	78.84%	79.11%
4S1	Non-traditional Program Enrollment	15.48%	15.98%	16.87%
4S2	Non-traditional Program Completion	12.69%	13.07%	14.80%
1P1	Program Completed or Continued, Transfer (proxy)	63.51%	65.16%	64.23%
1P2	Program Completed or Continued, Transfer (proxy)	63.51%	65.16%	64.23%
2P1	Program Completion	48.79%	50.46%	55.61%
3P1	Employment & Further Postsecondary Ed.	77.63%	79.20%	82.99%
3P2	Employment Retention	95.55%	95.00%	95.41%
4P1	Non-traditional Program Enrollment	13.98%	14.26%	13.76%
4P2	Non-traditional Program Completion	12.17%	12.50%	11.50%

b. Definition of Vocational Concentrator and Tech Prep students

- *Secondary Threshold and Concentrator:* When a secondary student has earned two Carnegie units of credit at the training level (typically 11th and 12 grades) in a program area.
- *Postsecondary Threshold and Concentrator:* When a postsecondary student earns 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their occupational skills.
- *Tech Prep Student:* A secondary Tech Prep student must meet the concentrator criteria described above, and must also carry a locally assigned Tech Prep identifier in the student record and be following a Tech Prep sequence of courses. This identifier should be assigned based upon the following definition.

A Tech Prep student is one who is seeking further education after high school, and has a written career plan that identifies an academic and technical sequence of courses that leads to a Tech Prep occupation as a career goal. Students may begin as early as the 9th grade and no later than the 11th grade to select a Tech Prep sequence of courses that continues as a postsecondary institution and culminates in an associate of applied science degree, two-year certificate, or two-year apprenticeship leading to related meaningful employment. Students may revise their program of study as they move toward their career goal.

c. Measurement Approaches and Data Quality Improvement

A quality assessment of the measurement approach to each core indicator was performed using the data quality scoring rubric provided and endorsed by the U.S. Department of Education for this purpose. All of the chosen data collection methods warranted a good or excellent rating.

d. Effectiveness of Improvement Strategies in Previous Program Year

The improvement strategies undertaken address all requirements of Perkins III. The improvement strategies lead to the empowerment of local schools and colleges to effect positive change in their systems. In addition there were many local improvement initiatives that took place. A sampling of these improvement initiatives are provided in the full report.

e. Improvement Strategies for Next Program Year

ISBE and the Illinois Community College Board (ICCB) will continue their close working relationship by collaborating in several areas that will assist local schools and colleges in reaching their respective performance goals. The overarching strategy to ensure sustainability and continued improvement is a combination of State Leadership and local program improvement.

**Carl D. Perkins Act of 1998
CONSOLIDATED ANNUAL REPORT FOR FY2002
State of Illinois**

NARRATIVE

I. PROGRAM ADMINISTRATION

The Illinois State Board of Education (ISBE) is the sole State agency in Illinois responsible for the administration, operation and supervision of career and technical education programs under the Carl D. Perkins Vocational and Applied Technical Education Act of 1998. The State Superintendent is the executive officer of ISBE.

A State staff of managerial, professional and supportive personnel qualified by education and experience is maintained by ISBE and ICCB in sufficient numbers to enable the State Board to assure proper and efficient administration of the Perkins Act.

The *Division Administrator* of the Career Development Division is the State Director of Career and Technical education. To facilitate leadership, planning and coordination, agency Divisions are organized into Departments. Even though the career and technical education staff are assigned mainly to the Career Development Division, some staff are located in other divisions in the agency. ISBE subcontracts with ICCB for significant portions of Postsecondary Perkins leadership and coordination. At the ICCB the Executive Vice President and Senior Director for Program Planning and Accountability are the lead staff for postsecondary career and technical education. Staff in other ICCB divisions also provide support to the implementation of Perkins Postsecondary initiatives.

a. Report on State Administration (Roles/Responsibilities)

Division Administrator (State Director of Career and Technical Education): The Division Administrator manages the administrative functions of the Career Development Division and advises the Manager of the Standards-Aligned Learning Department who, in turn, makes recommendations to the State Superintendent and the State Board.

Career Development Division: The Career Development Division develops and provides programs that infuse workplace and career development competencies into the K-12 school curriculum by integrating with and complementing the Illinois Learning Standards. The Division coordinates partnerships with regional workforce entities and higher education, and promotes occupational skills standards and transition programs that smooth students' pathways from high school to advanced education and training.

Standards-Aligned Learning: The Standards-Aligned Learning Department provides unified approaches to aligning curriculum and instruction with the Illinois Learning Standards, primarily through materials, training and grants to school districts.

b. Report on State Leadership

1. Required Activities

Program Assessment

The *Illinois State Board of Education* with assistance from the ICCB has developed and supports a Performance Management Information System that provides the State and local schools and colleges with the ability to examine student progress aggregated into a wide variety of configurations. It utilizes locally-entered student records with state matching to administrative databases to identify student results for each Perkins III sub indicator for a variety of demographic and programmatic subpopulations including each special population. It is a powerful tool for assessing the needs and outcomes of these groups. Training efforts continue to focus on improving data quality.

Use of Technology

ISBE and ICCB support the appropriate use of Perkins III dollars for establishing and expanding technology applications that achieve positive results for the vocational-technical

student population being served. Instances of this kind of support are mentioned in the "Professional Development" and "Improving Student Skill through Program Improvement" sections below. The ISBE succeeded in making Area Vocational Centers eligible for state technology funds in FY 2002.

At the State level, ISBE and the Illinois Community College Board have provided local schools and colleges with up-to-date technological tools with which to track and report data. These tools were revamped to accommodate Perkins III, and continue to be modified to comply with grant requirements and better serve the users and administrators who depend upon them.

In addition, other strategic uses of ISBE technology funds in FY 2002 included:

- Technology integration in district/school improvement plans, curriculum and instruction in all classrooms, and all state and local initiatives;
- Creation of on-line assessments that will measure 21st century learning goals, including specific knowledge and skills related to technology use;
- Alignment of planning and action with continuous evaluation, the needs of local school districts, and the insights of technology leaders and innovators;
- Priority attention to assuring that the power of technology benefits high-risk, high-poverty students and schools and colleges, including but not limited to elimination of the digital divide;
- Professional development for pre-service and in-service teachers and other educators that will enable them to integrate technology into their teaching and other school and college operations;
- Expansion of high-quality e-learning opportunities for Illinois students and educators, including but not limited to expansion of the Illinois Virtual High School and Illinois Community Colleges Online; and
- Continued dedicated funding for technology, with desired annual increases at least commensurate with the percentage increase in General State Aid.

Professional Development

The *Illinois Office of Educational Services* began the second year of a three-year project to enhance the professional development opportunities available to career and technical educators in Illinois. Progress toward their objectives is as follows:

- A Workforce Education Professional Development Coordination Center and Advisory Board was established to prioritize specific needs with the seven content areas of the Illinois Learning Standards; to conduct regional planning coordination; and to act as a clearinghouse of information related to the seven content areas, training resource materials, registration assistance, conference implementation and conference evaluation;
- A delivery system was created using a variety of modes of delivery under the auspices of the Advisory Board to develop and/or deliver content on work-based learning, workplace skills, mentoring, integrating Illinois Learning Standards into curriculum, and achieving performance standards and "all aspects of the industry" based on reform and systems change theory research;
- A marketing strategy was implemented to reach at least 1,500 secondary and 500 postsecondary educators per year;

- Credit options were provided that comply with the recertification requirements for secondary education teachers in Illinois; and
- Formative and summative evaluations were conducted to determine the quality and usefulness of services and identify future needs.

The *Illinois Association for Career and Technical Education* established a Professional Development Institute. It is a network whose purpose is to improve the professional skills of secondary and postsecondary career and technical educators. Some of its major activities were:

- Conducting regional drive-in institutes throughout the state to follow-up on training sessions offered on the following topics: All Aspects of the Industry, Raising Performance of Special Populations Students, Workplace Skills, the Illinois Learning Standards, Performance Assessments, Innovative Teaching and Learning Strategies and Integration of Academic and CTE;
- Presenting one-hour institute sessions at conferences throughout the state targeting specific groups of career and technical educators. Conducting an annual meeting that serves all nine association affiliates that contribute to the professional growth of all Career and Technical Educators in Illinois. An annual meeting is also conducted that focuses on the professional development needs of the secondary and postsecondary administrators; and
- Maintaining a professional development web page and network.

The *Curriculum Publications Clearinghouse (CPC)* at Western Illinois University contributed to the quality, support and promotion of career and technical education by providing curriculum materials on a cost-recovery basis to a wide spectrum of users. It enhanced the efficiency of ISBE operations by providing these materials and services in support of its mission.

The CPC shipped 926 orders totaling 18,221 items during the period July 1, 2001 through June 30, 2002. Of these items, 98% were distributed in Illinois. There were 7 complimentary mailings of 30 different titles (688 items total). Over 99% of the comments on the customer feedback cards that are sent out with orders have been positive. The CPC staff is responsible for the following tasks involving educational materials:

- Initial scanning and formatting of text;
- Copy editing for inclusive language and outdated information;
- Updating of bibliography;
- Giving appropriate credit to authors;
- Preparing final camera-ready copy; and
- Printing, pricing and distributing materials.

The *University Council on Career and Technical Education* at Eastern Illinois University worked to enhance the quality and improve the scope and access of faculty development opportunities for university faculty regarding preparation for graduates to work in restructured schools that are implementing career and technical education and other reform initiatives.

Improving Student Skill Through Program Improvement

The *Illinois Center for Specialized Professional Support (ICSPS)* of Illinois State University used the grant money to provide technical assistance and professional development to assist educators in using performance data for the improvement of instruction and support services for learners. The ICSPS/Special Populations Professional Development and Assistance Project provided support in the following areas:

- Technical Assistance
 - A combined secondary and postsecondary listserv which provides updates of professional development opportunities, available resources and grants, legislative items and effective practices, is maintained.
 - The ICSPS website < <http://www.icsps.ilstu.edu/>>, which provides access to resources and has user-friendly opportunities for sharing information and requesting assistance, was maintained and expanded.
 - ICSPS staff attended regional meetings with Perkins administrators and special populations personnel to provide technical assistance.
 - ICSPS staff provided information and resources in person, by telephone and electronically.
- Professional Development
 - A workshop titled *Individuals with Limited English Proficiency* was hosted by ICSPS staff to respond to requests for assistance in improving performance of this population.
 - A Train-the-Trainer workshop, titled *Taking the Road Less Traveled*, was co-sponsored by ICSPS. It focused on recruitment and retention of students in career and technical education programs that lead to nontraditional training and employment and featured new material developed by Project Staff.
 - A Pre-Connections Conference Workshop titled, *Disability: Policy, Practice, and Opportunity for CTE*, was held. It included information on the impact of disability legislation on career and technical education and assistance in improving performance of this population.
 - Over 15 workshop sessions on topics that focused on supporting special populations for success were presented at conferences and regional meetings.
- Development of Materials
 - Five modules, titled *Supporting Special Populations for Success Brochures*, for the six special populations identified in Perkins III were developed and disseminated. These materials identify assessments and strategies shown to be especially effective for particular populations as they strive to improve performance relevant to the four core indicators. Each brochure includes comprehensive supplemental materials in a *Supplemental Materials CD* which is also available on the ICSPS website.
 - A *Technical Assistance Providers and Speakers Directory* that includes both locally and nationally known presenters who can address issues and provide strategies for improving the performance of special populations was compiled and disseminated.
 - A *Networking Directory 2001-2002* with contact information for Illinois' secondary and postsecondary career and technical education professionals was compiled and disseminated. The directory assists locals with collaboration and coordination and is also available on the ICSPS website.

The *University Council on Career and Technical Education* pursued two objectives for this activity.

- It served as liaison between ISBE staff and teacher education personnel at public universities for the purpose of continuous education improvement; and
- It provided financial support to education undergraduates to attend the annual Connections Conference. This conference is intended to better prepare these students to integrate educational reform initiatives into their instruction.

The *Illinois State Curriculum Center* (ISCC) of Southern Illinois University at Carbondale received a grant to supply up-to-date curriculum resources through technologically advanced systems. Their top areas of focus were to:

- Develop an instructional technology and software demonstration center;
- Continue acquiring resources and materials for instructional programs;
- Retain and train staff for expertise in Perkins III alignment;
- Develop workshops to assist teachers in upgrading curriculum;
- Develop an electronic clearinghouse of best practices for Perkins III;
- Create a handbook of "all aspects of the industry" for all program areas, including legal aspects;
- Provide web page links to Perkins III resources; and
- Provide technical assistance for the work of the Illinois Occupational Skills Standards and Credentialing Council.

The Southern Association of Colleges and Schools/Vocational-Technical Education Consortium of States (V-TECS) provides a variety of options for the acquisition of its products and services which are designed to meet the different needs and capabilities of potential users. Two major products are the software packages V-TECS Connect and V-TECS Direct. V-TECS Connect is a classroom-management software package for those involved in teaching and coordinating work-based learning experiences. The software contains 77 task lists, training agreements and plans, progress reports, files for students, teachers, and employers, and numerous other components. V-TECS Direct is designed as a curriculum development software tool. In addition to containing the 77 task lists, the software also includes components such as equipment and tools, performance elements, instructional elements, related academic skills, enabling competencies, test-item bank and other information.

Nontraditional Training and Employment

The *Illinois Office of Educational Services* of Southern Illinois University maintained the *Illinois Nontraditional Training and Employment Statewide Resource Center* that serves the state's needs by:

- Maintaining an Education Specialist at the center to provide resources on gender equity and nontraditional careers to Illinois teachers, administrators, counselors and students;
- Presenting materials, bibliographies and task lists on nontraditional careers and gender equity at ISBE-sponsored conferences and workshops;
- Maintaining the Gender Equity Resource Center website; and
- Continuing to build the collection of materials regarding nontraditional careers and gender equity available for loan to Illinois educators.

The *Illinois Center for Specialized Professional Support* of Illinois State University used grant money to provide technical assistance and professional development to assist educators in increasing students' participation in and completion of career and technical education programs that lead to nontraditional training and employment by:

- Developing and disseminating a module titled, *Supporting Nontraditional Learners for Success and Supplementary Materials CD* which identifies assessments and strategies for recruitment and retention;
- Providing technical assistance in person, by telephone and electronically;
- Presenting workshop sessions at regional meetings and conferences; and
- Co-sponsoring a train-the-trainer workshop titled, *Taking the Road Less Traveled*, which featured two new resources for addressing awareness, recruitment, retention and placement issues for students pursuing nontraditional careers.

Coordination

The *University Council on Career and Technical Education* worked to sustain and strengthen collaborative and cooperative working relationships between and among ISBE and all public institutions of higher education that prepare teachers and counselors. It did this by:

- Planning and expediting state-wide staff development activities for university teacher education personnel;
- Providing input and support for ISBE initiatives and activities;
- Establishing communication mechanisms about ISBE and higher education issues relevant to teacher/counselor education;
- Sharing knowledge of "Best Practices" which exist within and among universities in Illinois; and
- Contributing to the unified plan, "Improving Illinois' Educator Workforce." developed by the Board of Higher Education, Community College Board, State Board of Education and Illinois Workforce Investment Board, as well as to the work of the CTE Challenge Task Force, the alternative certification and provisional certificate discussion groups, and other teacher supply and quality initiatives.

The *Illinois Community College Board* (ICCB) received a grant to dedicate staff to continue to build upon State-level coordination and collaboration between ISBE and the ICCB. Through this collaborative agreement, the ICCB provides state-level coordination of postsecondary career and technical education at public community colleges to meet the following objectives:

- Continue to develop and implement policy and procedural changes in program approval to enhance the ability of community colleges to respond to local workforce needs and provide programs for emerging needs;
- Support the continued implementation of the Illinois Five-Year State Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998;
- Support the local implementation of the federal Workforce Investment Act;
- Support special collaborative career and technical education initiatives; and
- Develop additional interagency agreements between ISBE and ICCB. As a result of increased collaboration between ISBE and ICCB, as well as efforts to provide administration and statewide leadership for CTE in an efficient and effective manner, a new memorandum of

understanding between the two agencies was signed. The MOU provides for the two agencies to work together during fiscal year 2002 to transition the administration of postsecondary Perkins programs and activities to ICCB beginning in fiscal year 2003.

Individuals in Institutions

ISBE serves appropriate institutionalized populations under Perkins III. They are served in cooperation with the Illinois Department of Corrections and the Illinois Department of Human Services.

- Correctional Institution
 - The Illinois Department of Corrections (DOC) School District 428 manages six Life Skills Centers. These centers facilitate the re-entry of released individuals into the workforce by providing services such as referrals for continuing education and job training, housing, counseling, transportation and other subsistence needs.
 - Referrals to the Life Skills Program are received from designated Life Skills coordinators at each adult and juvenile DOC facility. Eligible inmates must be within four months of release with an emphasis placed on inmates who have participated in adult basic education, GED or vocational programs while incarcerated, particularly vocational completers. Referrals are also accepted from probation and parole.
 - The correctional education system provides standardized vocational programs through the ICCB approval process. These programs are regularly reviewed and updated to provide instruction and experience essential for learning as many aspects of the business or industry as possible.
- Institutions for Individuals with Disabilities
 - The Illinois Department of Human Services (DHS) Office of Rehabilitation Services (ORS) Education for Employment Delivery System is composed of three residential educational facilities administered and operated by ORS. Students attending ORS schools come from throughout the state of Illinois. Coordination between the ORS schools and other federal and state programs such as WIA, the Illinois Department of Children and Family Services, area special education programs, the Illinois Department of Public Aid, and the Division of Specialized Care for Children occurs at each school site.
 - The Illinois DHS, Offices of Mental Health and Development Disabilities, administers 20 residential educational facilities. It will initiate a pilot project involving six training programs that will target the goal areas of program completions and employment. Baseline data will be collected to establish core indicators of performance.

Special Populations

The *Illinois Center for Specialized Professional Support* of Illinois State University received grant dollars to implement activities, in collaboration with ISBE and ICCB, that expand the knowledge and skills of professionals working with special populations. The ICSPS/Special Populations Professional Development and Assistance Project provided support in the following areas:

- Development of Materials
 - Five modules, titled *Supporting Special Populations for Success Brochures*, for the six special populations identified in Perkins III were developed and disseminated. These materials identify assessments and strategies shown to be especially effective for particular populations as they strive to improve performance relevant to the four core indicators. Each brochure includes comprehensive supplemental materials in a *Supplemental Materials CD* which is also available on the ICSPS website <<http://www.icspss.ilstu.edu/>>.

- A *Technical Assistance Providers and Speakers Directory* that includes both locally and nationally known presenters who can address issues and provide strategies for improving the performance of special populations was compiled and disseminated.
- A *Networking Directory 2001-2002* with contact information for Illinois' secondary and postsecondary career and technical education professionals was compiled and disseminated. The directory assists locals with collaboration and coordination and is also available on the ICSPS website.
- Technical Assistance
 - A combined secondary and postsecondary listserv to provide updates of professional development opportunities, available resources and grants, legislative items and effective practices is maintained.
 - The ICSPS website which provides access to resources and has user-friendly opportunities for sharing information and requesting assistance was maintained and expanded.
 - ICSPS staff attended regional meetings with Perkins administrators and special populations personnel to provide technical assistance.
 - ICSPS staff provided information and resources in person, by telephone and electronically.
- Professional Development
 - A workshop titled *Individuals with Limited English Proficiency* was hosted by ICSPS staff to respond to requests for assistance in improving performance of this population.
 - A Train-the-Trainer workshop, titled *Taking the Road Less Traveled*, was co-sponsored by ICSPS. It focused on recruitment and retention of students in career and technical education programs that lead to nontraditional training and employment and featured new material developed by Project Staff.
 - A Pre-Connections Conference Workshop titled, *Disability: Policy, Practice, and Opportunity for CTE*, was held. It included information on the impact of disability legislation on career and technical education and assistance in improving performance of this population.
 - Over 15 workshop sessions on topics that focused on supporting special populations for success were presented at conferences and regional meetings.

2. Permissive Activities

Guidance Services

ISBE funded the Illinois Career Resource Network (ICRN) at the Illinois Department of Employment Security (IDES), to:

- Maintain, update, and train users in the use of the *Horizons* Career Information Systems;
- Maintain and update Countdown 9, 8, 7...;
- Promote ICRN products and services to the Education for Employment (EFE) Systems, community colleges and other constituencies; and
- Update and distribute *Illinois Job Outlook in Brief* (JOIB) brochure.

All career information systems were reviewed and updated. These systems were available to students, parents, counselors, educators and schools via the Internet at www.ILWorkInfo.com and PC-based versions on CD. Over 280,000 hits per month were made to the system; 7800

being unique users per month. JOIB and its Spanish version, *Perspectiva de Trabajo en Breve para Illinois (PBTS)* have been distributed to all EFE System Directors, Regional Offices of Education, community colleges and ETC partnerships.

Local Evaluation

The Office of Educational Services of Southern Illinois University at Carbondale continued the management information system project that provides software, software enhancements, technical support, and training to users of the Illinois Student Information System (ISIS). The ISIS application not only standardizes data reporting to ISBE, it also gives local schools tools to self-analyze and evaluate the results of their decisions and efforts. During FY02 ISIS was improved by expanding the data import/export functionality, automating the program and course approval interface, updating the Help and User Manuals, redesigning the Data Verification procedures to address data quality, and incorporating user-requested modifications. Training efforts were expanded to show all applications fed by ISIS data to promote data quality.

Fiscal Year 2002 was the second year for implementing the Tech Prep Evaluation System (TPES). Based on a five year rotation schedule, eight consortiums were evaluated in FY02.

Goals that guide the TPES system are comprehensive and progressive. They are to:

- Describe the status of Tech Prep implementation in the state of Illinois;
- Identify participants in Tech Prep and describe how the participation of various Tech Prep student groups changes over time;
- Identify the benefits (outcomes) of Tech Prep for students, especially outcomes linked to student learning;
- Identify the benefits (outcomes) of Tech Prep for other stakeholder groups; and
- Develop strategies that support the continuous improvement of Tech Prep within consortia statewide and at the state level.

Key elements of the TPES process include:

- Local strategic planning and annual proposal/budget development linked to outcomes assessment (including Perkins III) and continuous improvement;
- Annual year-end consortium reports completed by local consortia for local and state-level analysis to identify patterns of results, trends, and issues;
- Monitoring of Tech Prep enrollments and outcomes using various state datasets such as ISIS and unemployment/wage records;
- Scheduled five-year on-site review cycle providing detailed feedback to local consortia regarding implementation, program effectiveness and improvement opportunities; and
- A website providing ready access to ideas and materials associated with TPES.

Along with a state-level definition of Tech Prep and Tech Prep students, State agencies specify that funds for Tech Prep be used to support eight essential elements which closely parallel the Carl D. Perkins Act Amendments of 1998. These elements form the core of a local Tech Prep initiative and are central to assessing Tech Prep implementation:

- 2+2 program that leads to an associate degree;
- In-service training for counselors;

- Articulation from secondary to postsecondary;
- Equal access for special populations;
- Preparatory services;
- In-service training for teachers; and
- Work-based learning experience.

The following permissive activities were identified in Illinois' State Plan for Perkins III as priority activities. They are incorporated into the local plan guidelines that are published and distributed by the State for schools and colleges to address in their grant proposals. They also receive special emphasis by ISBE staff when working directly with local providers, and are given significant importance at the annual Connections Conference.

- Articulation agreements between secondary and post secondary entities;
- Training in "All Aspects of the Industry"
- Integration of academic and vocational instruction; and
- Size, scope and quality of courses.

3. Core -Related Indicators Activities

Activities during FY02 were aimed at increasing accountability among various partners.

- ICCB sponsored regional workshops focused on data quality, accurate reporting and program improvement initiatives. Teams from each college attended in order to enhance their knowledge about Perkins performance measurement and reporting.
- An annual conference sponsored by ICCB drew a record number of attendees. Among the topics offered was an in-depth data mapping session where teams from each college identified the specific sources of critical data and responsible parties for initial data entry and information updating at the local level. A computerized assessment system was used for evaluating outcomes throughout the event. The real-time computerized feedback increased audience participation, allowed for further analysis of participant knowledge, helped establish future directions for professional development and allowed presenters to add material to their sessions to respond to areas of specific need.
- The data distribution systems were improved, enabling faster and more efficient information sharing with local schools and colleges at the state level. Detailed performance data is now available via CD.
- A CTE assessment project was launched at the secondary level which linked assessments in the five traditional CTE areas to occupational skills standards and the Illinois Learning Standards of Math, Language Arts and Social Science.
- Additional training related to core indicators and accountability was provided to secondary and postsecondary Perkins III partners.
- Additional data sharing agreements were developed with the managers of external databases. This will result in a more complete picture of post-program outcomes.
- Analysis of secondary non-traditional indicators was re-tooled.

- ISIS software was updated as follows for FY02.
 - Expanded data import/export functionality
 - Updated Help and User Manuals
 - Re-design of Data Verification procedures to address data quality
 - Incorporation of user-requested modifications

Outcome

The result of the above efforts has been that performance indicators built into the State’s education databases continue to be in line with the requirements of Perkins III.

Budget

Perkins III money expended on increasing accountability has resulted in a system that exceeds the minimum federal accountability requirements.

c. Implications for Next Fiscal Year/State Plan

Priority actions for FY03 include:

1. Exploration of web-based data distribution.
2. Continuation of the CTE assessment project and expand to other academic areas.
3. Continuation of efforts to increase teacher recruitment and retention, expand professional development opportunities, and consider alternative teacher certification programs to ensure a high-quality teaching force adequate to meet the need for all career and technical education disciplines.
4. Collaboration with special education on performance data.
5. The use of the student based information system developed for Perkins reporting as a model for an agency-based K-12 system.
6. Support of research projects using CTE data bases and performance results.
7. Continued collaboration with the ICCB for the shift of federal Tech Prep dollars to them beginning in FY’04.
8. Colleges are being encouraged to develop and implement automated degree and certificate audit computer programs and systems in an effort to more fully capture and encourage program completion.

II. PROGRAM PERFORMANCE

a. State Performance Summary

Table 1: Secondary Core Indicator Definitions and Performance

Core Indicator	FY2000 Definition/Measure as Negotiated	Negotiated (N) And Baseline (B) Performance Level	Actual Performance Level
1S1	Numerator: All CTE concentrators in a given graduation cohort who received a high school diploma. Denominator: All CTE concentrators in a given graduation cohort.	N - 92.38% B – 92.38%	31,190 of 33,033 or 94.43% (FY2002)
1S2	Numerator:	N – 49.90%	20,949 of

	All High School seniors in CTE training level courses who met the state level of proficiency on the Illinois Work Skills Assessment (IWSA). Denominator: All CTE concentrators who took the IWSA.	B – 49.29%	46,158 or 45.39% (FY2002)
2S1	Numerator: All CTE concentrators in a given graduation cohort who received a high school diploma. Denominator: All CTE concentrators in a given graduation cohort.	N – 92.38% B – 92.38%	31,190 of 33,033 or 94.43% (FY2002)
3S1	Numerator: All completers in a given graduation cohort identified by Social Security Numbers (SSNs) who show up employed in the UI wage records in the 2 nd quarter after graduation and/or enrolled in the state’s higher education database in the year following graduation. Denominator: All CTE completers in a given graduation cohort who provided (SSNs).	N – 78.84% B – 79.25%	23,376 of 29,551 or 79.11% (FY2000)
4S1	Numerator: Aggregate total female and male enrollment in all CTE programs that lead to nontraditional employment. Denominator: Aggregate total enrollment of female and male students in all CTE programs that lead to nontraditional employment.	N – 15.98% B – 15.48%	3,460 of 20,511 or 16.87% (FY2002)
4S2	Numerator: Aggregate total female and male students completing CTE programs that lead to nontraditional employment. Denominator: Aggregate total number of female and male students completing CTE programs that lead to nontraditional employment.	N – 13.07% B – 12.69%	1,006 of 6,798 or 14.80% (FY2002)

Table 2: Secondary Special Populations Core Indicator Performance

Core Indicator	Neg. Perf. Level	Students w/Disabilities	Academ. Disad.	Econ. Disad.	LEP	Non-Trad	Single Parent	Displ. Hmkr.
1S1	92.38%	4,312 of 4,660 or 92.54%	6,191 of 6,842 or 90.49%	7,488 of 8,490 or 88.20%	369 of 411 or 89.79%	1,006 of 1,084 or 92.81%	785 of 899 or 87.32%	66 of 79 or 83.55%
1S2	49.90%	NA	NA	NA	NA	NA	NA	NA
2S1	92.38%	4,312 of 4,660 or 92.54%	6,191 of 6,842 or 90.49%	7,488 of 8,490 or 88.20%	369 of 411 or 89.79%	1,006 of 1,084 or 92.81%	785 of 899 or 87.32%	66 of 79 or 83.55%
3S1	78.84%	2,619 of 3,553 or 73.72%	6,939 of 9,152 or 75.82%	3,793 of 5,286 or 71.76%	156 of 201 or 77.62%	661 of 862 or 76.69%	NP	NP
3S2	N/A	NA	NA	NA	NA	NA	NA	NA
4S1	15.98%	243 of 2,407	526 of 4,417	861 of 3,656	29 of 217	NA	97 of 280	11 of 44

		or 10.10%	or 11.91%	or 23.56%	or 13.37%		or 34.65%	or 25.00%
4S2	13.07%	76 of 871 or 8.73%	133 of 1,342 or 9.92%	355 of 1,478 or 24.02%	5 of 59 or 8.48%	NA	44 of 136 or 32.36	10 of 31 or 32.26%

Table 3: Post Secondary Core Indicator Definitions and Performance

Core Indicator	FY2000 Definition/Measure as Negotiated	Negotiated (N) And Baseline (B) Performance Level	Actual Performance Level
1P1	<p>Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate <u>or</u> who are still enrolled in the institution <u>or</u> have transferred within five years of enrollment.</p> <p>Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.</p>	<p>N – 65.16%</p> <p>B – 63.51%</p>	<p>17,637 of 27,462 or 64.23% (FY2001)</p>
1P2	<p>Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate <u>or</u> who are still enrolled in the institution <u>or</u> have transferred within 5 years of enrollment.</p> <p>Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.</p>	<p>N – 65.16%</p> <p>B – 63.51%</p>	<p>17,637 of 27,462 or 64.23% (FY2001)</p>
2P1	<p>Numerator: Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> an occupational certificate within five years of enrollment.</p> <p>Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.</p>	<p>N – 50.46%</p> <p>B – 48.79%</p>	<p>15,269 of 27,462 or 55.61% (FY2001)</p>
3P1	<p>Numerator: All degree and occupational certificate completers in the same fiscal year (from denominator) identified by Social Security Number (SSN) who show up as employed in the Illinois Unemployment Insurance (UI) wage records in the 3rd quarter after program completion and/or were enrolled in the Illinois public higher education shared database in the</p>	<p>N – 79.20%</p> <p>B – 77.63%</p>	<p>15,186 of 18,300 or 82.99% (FY2000)</p>

	academic year following program completion. Denominator: All degree and occupational certificate completers in a given fiscal year who provided valid SSNs.		
3P2	Numerator: All degree and occupational certificate completers in a given fiscal year identified by SSN who show up as employed in the Illinois UI wage records in the 3 rd and 4 th quarters after program completion. Denominator: All degree and occupational certificate completers in a given fiscal year who provided SSNs and were employed the 3 rd quarter after program completion (3P1).	N – 95.00% B – 95.55%	13,146 of 13,779 or 95.41% (FY2000)
4P1	Numerator: Total underrepresented enrollment of female and male students in all occupational programs that lead to nontraditional employment. Denominator: Total enrollment of female and male students in all occupational programs that lead to nontraditional employment.	N – 14.26% B – 13.98%	9,245 of 67,201 or 13.76% (FY2002)
4P2	Numerator: Total number of program completions by underrepresented female and male students in all occupational programs that lead to nontraditional employment. Denominator: Total number of program completions by female and male students in all occupational programs that lead to nontraditional employment.	N – 12.50% B – 12.17%	1,501 of 13,047 or 11.50% (FY2002)

Table 4: Post Secondary Special Populations Core Indicator Performance

Core Indicator	Neg. Perf. Level	Students w/Disabilities	Academ. Disad.	Econ. Disad.	LEP	Non-Trad	Single Parent	Displ. Hmkr.
1P1	65.16%	517 of 806 or 64.15%	5,375 of 9,328 or 57.63%	6,234 of 9,391 or 66.39%	289 of 495 or 58.39%	1,135 of 1,768 or 64.20%	NP	NP
1P2	65.16%	517 of 806 or 64.15%	5,375 of 9,328 or 57.63%	6,234 of 9,391 or 66.39%	289 of 495 or 58.39%	1,135 of 1,768 or 64.20%	NP	NP
2P1	50.46%	448 of 806 or 55.59%	4,416 of 9,328 or 47.35%	5,544 of 9,391 or 59.04%	206 of 495 or 41.62%	959 of 1,768 or 54.25%	NP	NP
3P1	79.20%	301 of 363 or 82.93%	2,980 of 3,489 or 85.42%	3,455 of 4,132 or 83.62%	246 of 292 or 84.25%	972 of 1,237 or 78.58%	NP	NP
3P2	95.00%	242 of 258 or 93.80%	2,573 of 2,704 or 95.16%	2,947 of 3,129 or 94.19%	215 of 222 or 96.85%	770 of 802 or 96.01%	NP	NP

4P1	14.26%	233 of 1,482 or 15.72%	1,933 of 13,959 or 14.28%	1,923 of 15,640 or 12.30%	256 of 1,896 or 13.50%	9,245 of 67,201 or 13.76%	330 of 2,916 or 11.32%	29 of 317 or 9.15%
4P2	12.50%	31 of 195 or 15.90%	152 of 1,583 or 9.60%	312 of 3,777 or 8.26%	21 of 153 or 13.73%	1,501 of 13,047 or 11.50%	50 of 641 or 7.80%	6 of 56 or 10.71%

The secondary core indicator 1S2 did not meet the negotiated target. Efforts are underway to change the measuring instrument to one that will more accurately reflect vocational skill attainment.

Core indicators 1P1 and 1P2 were slightly lower than the established target (64.23% actual versus 65.16% target). Actual performance was 98.57% of the goal. The transfer component of both measures was lower than in past years. Performance on the Nontraditional Program Participation (4P1 = 13.76% actual versus 14.26% target) and Nontraditional Program Completion (4P2 = 11.50% actual versus 12.50% target) were both lower than the established targets. Both measures show slight percentage increases in performance compared to last year but these were not sufficient to meet the goal. Female participation levels (17.92% actual) were substantially higher than males (10.61% actual) in programs leading to fields nontraditional for their gender. The female nontraditional graduation percentage (11.80% actual) was also higher than the corresponding male percentage (11.33% actual). Single Parent and Displaced Homemaker reporting have shown improvement over the last year and are expected to improve further as colleges make additional efforts to incorporate collection of this data into their management information systems (MIS). The MIS will be modified in FY04 to gather more detailed information about specific disabilities among individual community college students. Colleges continue to seek ways to gather more accurate information on all special populations and more fully meet student needs.

b. Definitions of Vocational Concentrator and Tech Prep Students

Secondary Concentrator: When a student has earned two Carnegie units of credit at the training level (typically 11th and 12th grade) in a program area, he or she has achieved the threshold and is considered a concentrator.

Postsecondary Concentrator: When a postsecondary student earns 12 credit hours during an academic year with the objective of completing a degree or an occupational certificate and the intent to enter a new occupation or improve their occupational skills, he or she has achieved the threshold and is considered a concentrator.

Tech Prep Student: A secondary Tech Prep student must meet the concentrator criteria described above and must also carry a locally assigned Tech Prep identifier in the student record and be following a Tech Prep sequence of courses. This identifier should be assigned based upon the following definition:

A Tech Prep student is one who is seeking further education after high school and has a written career plan that identifies an academic and technical sequence of courses that leads to a Tech Prep occupation as a career goal. Students may begin as early as the 9th grade and no later than the 11th grade to select a Tech Prep sequence of courses that continues at a postsecondary institution and culminates in an associate of applied science degree, two-year certificate, or two-year apprenticeship leading to related meaningful employment. Students may revise their program of study as they move toward their career goal.

c. Measurement Approaches and Data Quality Improvement

The following tables depict the measures for the secondary and postsecondary subindicators as described in the State Plan. The following term definitions apply:

Secondary:

- Participant: Enrolled in a training level course.
- Concentrator: Successfully completed two or more training level credits in one CIP.
- Completer: Concentrators in career and technical education programs that attain a high school diploma.

Postsecondary:

- Concentrator: When a postsecondary student earns 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their occupational skills, they have achieved the threshold and are considered a concentrator.
- Completer: A postsecondary concentrator who earns an occupational (PCS 1.2) certificate or degree.

Table 5: Computational Secondary Core Indicator Definitions

<u>Academic Skill Attainment</u>	
1S1	Percentage of CTE concentrators attaining a high school diploma.
<u>Vocational Skill Attainment</u>	
1S2	Percentage of CTE senior participants meeting the state standards for workplace skills as assessed by the Illinois Workplace Skills Assessment.
<u>High School Graduation</u>	
2S1	Percentage of CTE concentrators attaining a high school diploma.
<u>Placement in Employment and/or Postsecondary Education</u>	
3S1	Percentage of CTE completers with valid social security numbers who were employed in the 2 nd quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.
<u>Nontraditional</u>	
4S1	Percentage of CTE participants enrolled in programs leading to occupations that are nontraditional for their gender.
4S2	Percentage of CTE completers in programs leading to occupations that are nontraditional for their gender.

Table 6: Computational Post Secondary Core Indicator Definitions

<u>Academic Skill Attainment</u>	
IP1	Percentage of occupational program majors who meet the threshold and complete an occupational certificate <u>or</u> associate degree <u>or</u> who are still enrolled <u>or</u> have transferred within 5 years of enrollment.
<u>Occupational Skill Attainment</u>	
IP2	Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree <u>or</u> who are still enrolled <u>or</u> have transferred within 5 years of enrollment.
<u>Program Completion</u>	
2P1	Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree within 5 years of enrollment.

Placement in Employment and/or Continuing Postsecondary Education	
3P1	Percentage of program completers in a given fiscal year who were employed in the 3 rd quarter after graduation and/or who were enrolled in the Illinois public higher education shared database in the academic year following program completion.
Retention in Employment	
3P2	Percentage of program completers that were employed in the 3 rd quarter (3P1) and still employed in the 4 th quarter after program completion.
Nontraditional	
4P1	Percentage of CTE participants enrolled in programs leading to occupations that are nontraditional for their gender.
4P2	Percentage of CTE completers in programs leading to occupations that are nontraditional for their gender.

A quality assessment of these indicators is below that utilized the data quality scoring rubric provided by the U.S. Department of Education.

Table 7: Quality Assessment of Measurement Methods

Performance Indicator	Score	Comments
1S1: Secondary Academic Attainment	2 of 3	This is a proxy measure and is slated to be replaced by a secondary standardized test for FY2002.
1S2: Secondary Occupational Skill Attainment	2.5 of 3	This measure has been upgraded from a population sample to a census test beginning in FY2001.
1P1: Postsecondary Academic Attainment	2 of 3	A student success and advancement measure is used. Statewide standards are not yet available for this measure. Alternative approaches are being evaluated.
1P2: Postsecondary Occupational Skill Attainment	2 of 3	A student success and advancement measure is used. Occupational standards have not yet been implemented on a statewide basis at the postsecondary level.
2S1: Secondary Completion	3 of 3	The State method of measuring this population is valid, consistent and comprehensive.
2P1: Postsecondary Degree or Credential	3 of 3	The State method of measuring this population is valid, consistent and comprehensive.
3: Secondary and Postsecondary Placement and Retention	2 of 3	Collecting SSNs for administrative matching has proven to be a challenge. The State is moving toward more complete information by accessing additional external data sources.
4: Secondary and Postsecondary Sex Equity	3 of 3	The State method of measuring this population is valid, consistent, and comprehensive.

Steps under consideration to further improve these measures include the following:

Secondary:

- Continue development of a replacement measure for 1S1 using results of the 11th grade Prairie State Achievement Exam.
- Continue development of a replacement measure for 1S2 based on OVAE monitoring visit and subsequent discussions.
- Verify local data procedures for coding fields used in 2S1.

- Acquire additional external administrative databases to enhance the 3S1 post-program indicator.
- Update 4S1 and 4S2 non-traditional programs based on more recent employment and enrollment data.

Postsecondary:

- The state is exploring web-based data distribution to provide colleges with additional analytical tools with greater flexibility for performing data analysis.
- Colleges are being encouraged to develop and implement automated degree and certificate audit computer programs and systems in an effort to more fully capture and encourage program completion.
- The State is moving toward more complete information by accessing additional external data matching sources (3P1/3P2).
- In partnership with the Illinois Center for Specialized Professional Services (ICSPS) an assessment instrument is being developed to further examine the status of programs and services for students in nontraditional career and technical programs. This assessment initiative will assist colleges in their efforts to identify areas for further improvement in achieving nontraditional program participation and graduation outcomes. Upon completion of the instrument, the assessment strategy will be pilot tested by several colleges before statewide implementation.

d. Effectiveness of Improvement Strategies in Previous Program Years

The following examples are only a few of initiatives that were noteworthy in their benefits to staff and students.

- Northwest Suburban Education to Careers Partnership offered one-on-one and small group tutoring and assistance in reading and math to special populations students enrolled in several career and technical education classes. This tutoring resulted in a 90% pass rate for those students, 75% with a grade of C or better. Improved attitudes and attendance also resulted from these interventions.
- Lake County Area Vocational System promoted the integration of academics into career and technical courses by introducing organizational communication into a business internship program. The importance of proper communication at all levels was emphasized, targeting core academic areas ranging from spelling to letter writing.
- The Regional Office of Career and Technical Education has integrated math and reading and improved those skills by an average of one or two years by providing aides to re-teach and work one on one with students, providing additional support to at-risk students, assessing students learning styles, providing enrichment programs, assessing students with pre-and post-testing, and offering special worksheets and instructional materials.
- The Bond, Fayette, Effingham Vocational Education System targeted exposure to all aspects of the industry through technical occupational programs for students and parents. As a result, daily student attendance increased from 85% to 89% and student test scores increased on an average of 2 percentage points per occupational training level program.
- Three Rivers Education for Employment System sponsored a workshop on planning strategies to meet core performance indicators. Two hundred forty three educators, 83 guidance counselors, and 68 administrators were impacted.
- Kishwaukee Education Consortium impacted educators, students and employers by sponsoring workshops addressing integration of academics in CTE, contextual learning, worksite mentors, and all aspects of the industry.

- Triton College has initiated a pilot program to help insure that pre-nursing students are ready for the nursing program by offering study groups, and tutoring in academic areas as well as study skills, note taking abilities, collaborative learning, and test taking.
- The College of Lake County strategies focused on providing tutoring to 608 career students in 86 career courses, bilingual tutoring and translated materials to 44 Automotive Technology students and bilingual tutoring and a translated lab manual to 46 Horticulture students. Forty-six students with disabilities utilized sign language interpreters, adaptive equipment, note takers, testing accommodation, registration assistance and campus orientation. Ten bilingual students completed Automotive Technology certificates through Perkins support. Six bilingual students earned Horticulture certificates with Perkins support.
- Rock Valley College implemented strategies identified in their FY02 Perkins plan that resulted in increased student accomplishments. Students in the aviation and automotive programs were provided on-site contextual tutoring, resulting in a significantly higher retention rate for students entering the program with lower basic skills. Twenty-four high risk nursing students completed their AAS degree with intensive counseling from the program coordinator and a bridge course was implemented for students to ladder seamlessly from the LPN course to the RN program. Nineteen special needs students benefited through Perkins III funding of which 79 percent passed their courses.
- Two campuses of the Illinois Eastern Community College district attained remarkable results from special needs testing. At Olney Central College, 98% of Career and Technical Education students who were referred for reading assessment and received the Payne LNI completed their course of study, as opposed to only 74% of Career and Technical Education students who were not referred for testing and did not receive the Payne LNI. At Frontier Community College, an average of 90% of the remedial course completers enrolled in succeeding courses. Of those enrollees, 100% then completed those courses with a “C” or better.

e. Improvement Strategies for Next Program Year

ISBE and ICCB are continuing their close working relationship by collaborating in several areas that will assist local schools and colleges in reaching their respective performance goals. Such activities include the expansion of training to address data quality, analysis and links to performance; finalizing data sharing agreements and developing additional data sharing agreements with the managers of external databases in order to depict a more complete picture of post-program outcomes; and providing additional training related to the core indicators and accountability to secondary and postsecondary Perkins III partners. An example of additional training aimed at improving a core indicator is a pilot program in which five secondary and five postsecondary sites will receive concentrated technical assistance in completing a self study to develop strategies for increasing participation in and completion of non-traditional programs. Colleges are being encouraged to develop and implement automated degree and certificate audit computer programs and systems in an effort to fully capture and encourage program completion. Not only will this impact several Perkins Postsecondary Performance Measures, but it will also affect program performance in several other student assessment initiatives. The fact that our accountability system exceeds minimum federal requirements, that researchers frequently request the use of our data bases, and that our accountability system is being used as a model for an agency-based K-12 system attests to the success of our continuing efforts to improve data quality and utilization for program improvement.

**Carl D. Perkins Act of 1998
CONSOLIDATED ANNUAL REPORT FOR FY2002
State of Illinois**

ATTACHMENT A - ENDNOTES

Secondary Enrollment Data

Enrollment data have not been reported by specific gender within race-ethnicity since these counts are driven by summary files submitted each spring. We are retooling these files to include this disaggregation starting with the 2002-2003 data.

Secondary Performance Data

1S1/2S1

The numerator and denominator counts reported under Other Educational Barriers (academically disadvantaged) have decreased from previous years' counts due to a miscommunication with users of the statewide enrollment software. Efforts are being implemented to prevent this from occurring in the future.

1S2

Special populations data are not collected as part of this indicator at this time; because the data are collected via a student assessment instrument, it was determined that self-reported data would not meet our quality criteria. A replacement indicator will be derived from our statewide student database and should meet all disaggregation requirements.

Postsecondary Enrollment Data

Adult non-credit enrollments have been included with postsecondary enrollments.

Postsecondary Performance Data

1P1/1P2/2P1

These data do not contain counts for Single Parent and Displaced Homemaker populations since their collection was implemented in 2000-2001. This indicator uses a retrospective model starting with cohort records from five years previous.