

**Carl D. Perkins Act of 1998
Consolidated Annual Report FY 2004
State of Illinois
Executive Summary**

I. Program Administration

The Illinois State Board of Education (ISBE) serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Vocational and Technical Education Act of 1998. The division administrator of the ISBE Career Development and Preparation Division is the state director of Career and Technical Education. Under a Memorandum of Understanding between ISBE and the Illinois Community College Board (ICCB), administrative leadership for postsecondary Perkins was transferred to ICCB, effective July 2002.

a. Report on State Administration

The team that directed and carried out the various activities related to Perkins included the division administrator for the ISBE Career Development and Preparation Division and the senior director for ICCB Program Planning and Accountability.

b. Report on State Leadership

1. Required Activities

Through a broad range of initiatives, ISBE and ICCB 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 2004 were guidance services, local evaluation, articulation agreements, training in all aspects of the industry, integrated instruction, and size, scope, and quality programs. Guidance services and local evaluation initiatives, particularly Tech Prep evaluation, deserve special note.

3. Core Indicator Related Activities

The activities undertaken related to the core indicators moved Illinois forward in FY 2004. The data distribution systems were vastly improved and statewide efforts were undertaken to enhance the quality of data collected. New data-sharing agreements were developed to provide a more complete picture of post-program outcomes.

c. Implications for New Fiscal Year/State Plan

The State Leadership activities implemented in FY 2004 yielded positive results and provided valuable insights. Illinois practices a forward-looking attitude in this regard, and has identified efforts that will enhance the collection of core indicator data and the usability of their supporting systems.

II.

Program Performance

a. State Performance Summary

Core Indicator	Measurement Approach	Baseline Performance Level %	Negotiated Performance Level %	Actual Performance Level %
1S1	High School Completion (proxy)	92.38	92.38	95.98
1S2	High School Completion (proxy)	92.38	92.38	95.98
2S1	High School Completion	92.38	92.38	95.98
3S1	Employment and Postsecondary Ed.	79.25	80.28	76.36
4S1	Non-traditional Program Enrollment	15.48	16.48	16.47
4S2	Non-traditional Program Completion	12.69	13.45	12.78
1P1	Program Completed or Continued, Transfer (proxy)	63.51	66.00	69.27
1P2	Program Completed or Continued, Transfer (proxy)	63.51	66.00	69.27
2P1	Program Completion	48.79	51.80	55.36
3P1	Employment and Further Postsecondary Ed.	77.63	80.34	78.75
3P2	Employment Retention	95.55	95.00	93.75
4P1	Non-traditional Program Enrollment	13.98	13.61	13.58
4P2	Non-traditional Program Completion	12.17	11.54	10.86

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 grades 11 and 12) 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 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 grade 9 and no later than grade 11 to select a Tech Prep sequence of courses that continues at a postsecondary institution and culminates in an associate of applied science degree, a two-year certificate, or a 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. The improvement strategies led to the empowerment of local schools to effect positive change in their systems. In addition, there were many local improvement initiatives that took place. A sample of these improvement initiatives is provided in the full report.

e. Improvement Strategies for Next Program Year

ISBE and ICCB will continue their close working relationship by collaborating in several areas that will assist local educational institutions 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 FY 2004
State of Illinois
Executive Summary**

I. Program Administration

The Illinois State Board of Education (ISBE) serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Vocational and Technical Education Act of 1998. Under a Memorandum of Understanding between ISBE and the Illinois Community College Board (ICCB), administrative leadership for postsecondary Perkins was transferred to ICCB, effective July 2002.

a. Report on State Administration (Roles/Responsibilities)

Staffs of managerial, professional, and support personnel who are qualified by education and experience are maintained by ISBE and ICCB in adequate numbers to enable proper and efficient administration of the Perkins Act.

The division administrator of the ISBE Career Development and Preparation Division is the state director of Career and Technical Education. Even though ISBE career and technical education staff are assigned mainly to the Career Development and Preparation Division, some staff are located within other ISBE divisions to administer secondary career and technical education. At ICCB, the executive vice president and the senior director for program planning and accountability serve as the lead staff for postsecondary career and technical education. Staff in other ICCB divisions also provide support to the implementation of Perkins postsecondary initiatives.

b. Report on State Leadership

1. Required Activities

Program Assessment

ISBE, with assistance from ICCB, has developed and supports a Performance Management Information System that provides the state, local schools, and colleges with the ability to examine student progress aggregated into a wide variety of configurations. It uses locally entered student records and state matching to administrative databases to identify student results for each Perkins 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 and were expanded during FY 2004 to address using data for program improvement purposes. The results of the Performance Management Information System are used to report the state's performance for the Consolidated Annual Report and for the development and revision of regional career and technical education plans.

Use of Technology

ISBE and ICCB support the appropriate use of Perkins funds for establishing and expanding technology applications that achieve positive results for the career and technical student population being served. Instances of this kind of support are mentioned in the "Professional Development" and "Improving Student Skills through Program Improvement" sections.

At the state level, ISBE and ICCB 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, 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 and ICCB technology funds in FY 2004 included:

- The ICCB *Perkins Postsecondary Performance Enhancement Grants*). The purpose of this grant is to further develop, implement, and improve computerized, automated degree and certificate auditing systems that recognize and promote student success;
- Technology integration in district/school improvement plans, curriculum and instruction in all classrooms, and all state and local initiatives;
- Creation of online assessments that will measure 21st century learning goals, including specific knowledge and skills related to technology use;
- Priority attention to ensuring 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.

ICCB entered into a statewide agreement with CCBenefits to make the *Community College Strategic Planner* available to all Illinois community colleges. This web-based tool is designed to assist community colleges in making strategic medium- and long-term planning decisions related to local and state workforce needs.

Professional Development

The *Illinois Office of Educational Services (IOES)* enhances the professional development opportunities available to career and technical educators in Illinois. Progress toward their objectives includes:

- A Workforce Education Professional Development Coordination Center and Advisory Board prioritized specific needs with the seven content areas of the *Illinois Learning Standards*; conducted regional planning coordination; and acted as a clearinghouse of information related to the seven content areas, training resource materials, registration assistance, conference implementation, and conference evaluation. Credit options were provided that comply with the recertification requirements for secondary education teachers in Illinois.
- A variety of delivery modes were used to deliver inservice rewards on work-based learning, workplace skills, mentoring, integrating *Illinois Learning Standards* into curriculum, achieving performance standards, and “all aspects of the industry.”
- The Illinois Career and Technical Education Leadership Institute continued to advance leadership skills and knowledge among Career and Technical Education personnel. Modeled after the program administered by the National Center for Career and Technical Education, the planning committee selected 20 scholars to participate in FY 2004. Each scholar participated in six seminars, four webcasts, and received 37.5 CPDUs. All scholars provided evidence of completion for each of their Individual Leadership Development Plans that included a mentoring relationship and an internship experience.
- The Illinois State Curriculum Center delivered resources and services by attending and hosting workshops, presenting at statewide conferences, staffing displays, and developing

bibliographies, marketing materials, and brochures. The Illinois State Curriculum Center marketing strategy focused on the use of technology to reach Illinois career and technical education teachers and administrators.

- The Career and Technical Education Academic Assessments Dissemination Project developed 206 sample assessments in the career and technical education program areas. Seven workshops were provided in three Education for Employment systems to help teachers align their curriculum with the *Illinois Learning Standards*, select appropriate academic assessments of use in their classes, and begin the development of new academic assessments to improve student performance on standardized tests. Approximately 160 instructors, administrators, curriculum directors, and others attend the workshops. Each participant was provided a CD-ROM that contained 146 assessments.
- Illinois Student Information System (ISIS) technical support and training efforts are a primary initiative of IOES.

The *Illinois Association for Career and Technical Education* was funded to provide professional improvement activities for secondary and postsecondary teachers. These activities were conducted primarily at the annual Professional Development Institute held in February. Approximately 400 teachers participated in small group sessions featuring the following topics:

- High Schools That Work model and implementation
- Project Lead The Way
- Business Education Program New Sequences
- Credentialing Instructors to NIMS Standards
- Strengthening Career and Technical Education
- Assessing Student Learning
- What the Data Says About Career and Technical Education

The *Curriculum Publications Clearinghouse* 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 *Curriculum Publications Clearinghouse* shipped 2,095 orders totaling 21,456 items during July 1, 2002, through June 30, 2003. Of these items, 92 percent were distributed in Illinois. More than 99 percent of the comments on the customer feedback cards sent out with orders have been positive.

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. University faculty prepared graduates to implement reform initiatives and provide quality instruction in career and technical education. Financial support was provided to 79 teacher educators and teacher trainees to support their participation at the Illinois Connections Conference. The Council also supported a career and technical education teacher educator to participate in the Illinois Career and Technical Education Leadership Institute as a fellow. The person successfully completed the program and is currently employed at one of the universities.

Improving Student Skills Through Program Improvement

The Illinois State Curriculum Center of Southern Illinois University at Carbondale was funded to provide relevant curriculum resources and timely research for career and technical teachers and administrators using the technological abilities of IOES.

- IOES team members provided 534 instances of technical assistance and 420 instances of reference assistance.
- More than 700 items were checked out of the Illinois State Curriculum Center library on a 30-day loan basis. Seventy new patrons were assisted.

- Library staff focused on resource identification of NCLB, gender equity, and career development.
- One hundred four education-related questions were responded to with "Ask the Expert."
- EBSCO Electronic Journal Service was used as a reference tool for educators. Library patrons could register to use the service.
- Three research briefs were published and distributed electronically to career and technical education teachers, counselors, and administrators.
- The National Task List Database was made available. The database is composed of 3,500 task lists, with approximately 2,406 available in a printer-friendly format.

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.

IOES provided training and support to those who acquired a licensed copy of the Connect 2.1 software. Eleven V-TECS workshops were conducted, with 241 educators participating. As a result, 40 licensed copies of Connect 2.1 were provided to manage work-based learning programs and pre-shipping orders for 18 licensed copies of DIRECT 5.0 were received.

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 in workforce development and/or career and technical education. The Council met four times during the year to work toward completing its activities. A needs assessment of provisionally certified vocational teachers was developed to identify their perceived professional development training needs and the instructional delivery methods they prefer. Assessment reports were written on the results and shared. The Council also developed a website to facilitate the dissemination of career and technical education information and a link of other pertinent sites and provide a place for a discussion forum.

IOES began the Illinois Employer Advocacy Initiative to seek insight and input from employer members to guide decision-making, funding, and strategy for state and regional career and technical education programs; 273 business representatives joined. A website for the initiative was created for communication and professional development.

Individuals in Institutions

ISBE AND ICCB serves appropriate institutionalized populations under Perkins, in cooperation with the Illinois Department of Corrections and the Illinois Department of Human Services.

Correctional Institutions

- The Illinois Department of Corrections (IDOC) 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 so that they can obtain gainful employment.
- Referrals to the Life Skills Program are received from designated Life Skills coordinators at each adult and juvenile IDOC 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.
- IDOC funded several nontraditional training programs with Perkins money, including programs in culinary arts, cosmetology, and dog training/grooming. These programs are continually monitored to address program effectiveness and curriculum content.

Institutions for Individuals with Disabilities

- The Illinois Department of Human Services, 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 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 Department of Human Services, Offices of Mental Health and Development Disabilities, administers 20 residential educational facilities. It initiated a pilot project involving six training programs that targets the goal areas of program completion and employment. Baseline data were collected to establish core indicators of performance.

Special Populations

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

Development of Materials

- A *Networking Directory 2003-2004*, 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 available on the Illinois Center for Specialized Professional Support website.
- The Illinois Center for Specialized Professional Support *News Update* was developed and disseminated to Perkins personnel during September and January.
- The *NTO Self Study Guide* was used with Non-Traditional Occupation project teams to enable educational organizations to identify strengths and challenges in their career and technical education programs.
- *IT is Career Opportunity* website, introductory brochure, and mini-CD were created and disseminated to Perkins personnel and guidance counselors. These materials provide labor market information on Informational Technology careers and how women can prepare and access these careers.
- A *Community College Civil Rights Assessment Instrument* was developed to be used in the evaluation of community college policies and practices related to the various civil rights laws.

Technical Assistance

- A combined secondary and postsecondary listserv to provide updates of professional development opportunities, available resources and grants, legislative items, and effective practices was maintained.
- The Illinois Center for Specialized Professional Support website, which provides access to resources and has user-friendly opportunities for sharing information and requesting assistance, was maintained and expanded.
- Illinois Center for Specialized Professional Support staff attended regional meetings with Perkins administrators and special populations personnel to provide technical assistance.
- Illinois Center for Specialized Professional Support staff provided information and resources in person, by telephone, and electronically upon request.
- Nine mini-awards were distributed to secondary and postsecondary programs to support activities/products that lead to the achievement of performance indicators. Awards were presented at the Connections Conference.
- The NTO Look is a flexible, locally-driven, research-rooted program improvement project designed to have a positive impact on the 4th Core Indicator by improving recruitment, retention, and employment placement of learners preparing for nontraditional occupations. In the two-year history of the program, more than 25 secondary and postsecondary teams have assessed their current services, set goals and methods of evaluating goals, and designed and completed activities to achieve those goals. Examples of effective practices in this program during FY 2004 include:
 - Twenty-one high school young men attended the hands-on "Men in Nursing Day" at Sauk Valley Community College and took home a CD-ROM of them actively engaged in nursing activities.
 - Shannon Hicks-Parma, a female participant in the Illinois Central College Crime Scene Technology Program, was featured in *ICC Today*, along with several other students pursuing nontraditional careers. Illinois Central College also teamed up with Peoria Educational Region for Employment & Career Training to hold a focus group on nontraditional careers.
 - Lakeland Community College, Eastern Illinois Education for Employment System, and local area hospitals teamed up to disseminate the Oregon-originated "Are You Man Enough To Be a Nurse?" poster imprinted with local sponsorship.
 - Black Hawk Community College and the area Illinois Employment and Training Center collaborated to present a Career Fair focused solely on nontraditional careers; Rock Island Argus/Moline Dispatch featured the event.
 - City Colleges of Chicago sponsored one female and one male nontraditional scholarship in each City College.
 - NTO Look funding assisted the College of DuPage in the development of the CD-ROM, *Success Knows No Gender*.

Professional Development

- Developed and conducted a workshop called *NTO Look*. This program includes assessment, improvement plan, and evaluation, and implementation materials for pilot sites to increase nontraditional program enrollments.

- Delivered inservice training for new special populations Perkins personnel on job responsibilities, populations served, and accountability as it pertains to Perkins legislation.
- More than 16 workshop sessions on topics that focused on supporting special populations for success were presented at conferences and regional meetings. The workshops mainly addressed meeting of at-risk, difficult, and/or economically disadvantaged students by Perkins personnel. NCLB requirements for assessment and accountability were also addressed.
- The Leadership Weekend for Young African-American Males project, directed by Southern Illinois University and funded by ICCB, was designed to improve the leadership skills of adolescent African-American males and prepare them for a successful college experience.
- The Illinois Community College System is committed to serving students with disabilities who can benefit by providing services and reasonable accommodations appropriate to the individual's documented disability. Teaming with the Public Policy Institute at Southern Illinois University to focus on students with disabilities, a better awareness of accommodating individuals with disabilities, eliminating physical barriers, and expanding delivery of course content has been established.

The IOES of Southern Illinois University maintained the *Illinois Nontraditional Training and Employment Statewide Resource Center* that serves Illinois 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.
- Continuing to maintain electronic access through a website feature devoted to nontraditional training and employment.
- Presenting materials, bibliographies, and task lists on nontraditional careers and gender equity at ISBE-sponsored conferences and workshops.
- Continuing to build the collection of materials regarding nontraditional careers and gender equity available on a free loan basis to Illinois educators.

The Gender Equity/Nontraditional Resource Center—a two-hour webcast covering Title IX and its implications and mandates for educational personnel. Approximately 705 viewers logged on to the webcast. It was also archived for future access.

The Center has been working with the Gender Equity Advisory Committee to develop a clearinghouse of activities, projects, and resources that address nontraditional recruitment and retention issues; 3,668 patrons have accessed the page on the IOES website.

2. Permissive Activities

Guidance Services

ISBE and ICCB funded the *Illinois Statewide Career Resource Network* at the Illinois Department of Employment Security to:

- Maintain, update and train users on the use of the *Horizons Career Information System*.
- Maintain and update *Countdown 9,8,7...*
- Make the *Horizons Career Information System* and *Countdown 9, 8, 7...* available via the Internet to all Illinois elementary, middle/junior high, and high schools, and all Illinois students, parents, educators, and counselors.

- Promote Illinois Statewide Career Resource Network products and services to the Education for Employment (EFE) Systems, Regional Offices of Education (ROEs), school districts, and other constituencies.
- Update, enhance, and distribute the *Illinois Job Outlook in Brief* brochure (English and Spanish versions), the *Guides to Career Choices* brochure, and *One Source* promotional bookmarks.

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 through PC-based versions on CD-ROM. More than 380,000 hits per month were made to the system; 8,200 being unique users per month. The *Illinois Job Outlook in Brief* brochure and its Spanish version, *Perspectiva de Trabajo en Breve para Illinois*, have been distributed to all EFE System Directors, ROEs, and community colleges. *Guides to Career Choices* were distributed to a wide audience, including the EFEs and community colleges, with more than 25,000 distributed.

Local Evaluation

The IOES of Southern Illinois University at Carbondale continued the management information system project that provides software, software enhancements, technical support, and training to users of 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 FY 2004, ISIS was improved by modifying the report feature to more accurately reflect only those programs that are fundable, adding a place for a student identification number assigned by ISBE (to be used at a future date), and amending the final reporting feature providing regional programs more useful information.

The ISIS Project worked with the Center for Data Quality (C4DQ) in an effort to analyze the quality of the data collected. USDE is sponsoring state reviews on the quality of data collections with potential for inclusion in a federal education data warehouse. C4DQ assessed nine ISIS datasets for quality and provided findings. These will be incorporated into ISIS in FY 2005.

FY 2004 was the fourth year for implementing the Tech Prep Evaluation System (TPES). Based on a five-year rotation schedule, eight consortia were evaluated in FY 2004.

Goals that guide the TPES system are comprehensive and progressive:

- 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.
- 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) 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 data sets, such as ISIS and unemployment/wage records.
- A scheduled five-year, onsite review cycle that will provide detailed feedback to local consortia regarding implementation, program effectiveness, and improvement opportunities.
- A website providing ready access to ideas and materials associated with TPES.

ICCB funded the Continuous Quality Improvement Grant for community colleges, the purpose of which is to develop, enhance, or implement a process and/or system that provides regular and systematic program evaluation and improvement related to career and technical education administration, programs, and services.

The following permissive activities were identified in the Illinois State Plan for Perkins 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 applications. 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 postsecondary entities.
- Training in “All Aspects of the Industry.”
- Integration of academic and technical content.
- Adequate size, scope, and quality of programs.

3. Core Indicator Related Activities

- ICCB created the “Community College Tech Prep Support Grant” program and offered funds to colleges designed to improve and enhance local Tech Prep consortium ventures. One main focus of this funding was to help colleges develop processes to identify and accurately report Tech Prep student enrollments.
- 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 are now available via compact disc, the Internet, or spreadsheet.
- A career and technical education assessment project was launched at the secondary level, which linked assessments in the five traditional career and technical education 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 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 nontraditional indicators was re-tooled.
- ISIS software was updated as follows for FY 2004—
 1. Modified Final Reporting, Transfer Files, and Invalid Records Report features
 2. Added place for ISBE-generated student ID number
 3. Allowed backups, tracking files, and final data files to be exported to any removable media
 4. New Notes were added to Other menu
 5. Change in Year End Processing

Outcome

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

Budget

Perkins 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 FY 2005 include:

1. Continue web-based data distribution and design a data warehouse function with statewide databases.
2. Continuation of the career and technical education assessment project and expansion 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 needs for all career and technical education disciplines.
4. Collaboration with special education, NCLB, and academic areas on curriculum integration and accountability.
5. Support of research projects using career and technical education databases and performance results.
6. Continued collaboration with ICCB to implement quality Tech Prep programs.
7. Collaboration with the Department of Commerce and Economic Opportunity to address critical skill shortages in healthcare.

II. PROGRAM PERFORMANCE

a. State Performance Summary

Table 1. Secondary Core Indicator Definitions and Performance

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) And Baseline (B) Performance Level	Actual Performance Level
1S1	<u>Numerator:</u> All career and technical education concentrators in a given graduation cohort who received a high school diploma. <u>Denominator:</u> All career and technical education concentrators in a given graduation cohort.	N – 92.38% B – 92.38%	31,455 of 32,774 or 95.98%
1S2	<u>Numerator:</u> All career and technical education concentrators in a given graduation cohort who received a high school diploma. <u>Denominator:</u> All career and technical education concentrators in a given graduation cohort.	N – 92.38% B – 92.38%	31,455 of 32,774 or 95.98%
2S1	<u>Numerator:</u> All career and technical education concentrators in a given graduation cohort who received a high school diploma. <u>Denominator:</u> All career and technical education concentrators in a given graduation cohort.	N – 92.38% B – 92.38%	31,455 of 32,774 or 95.98%
3S1	<u>Numerator:</u> All completers in a given graduation cohort identified by social security numbers who show up employed in the Illinois Unemployment Insurance wage records in the 2 nd quarter after graduation and/or enrolled in the state's higher education database in the year following graduation. <u>Denominator:</u> All career and technical education completers in a given graduation cohort who provided social security numbers.	N – 80.28% B – 79.25%	20,301 of 26,585 or 76.36%
4S1	<u>Numerator:</u> Aggregate total female and male enrollment in all career and technical education programs that lead to nontraditional employment.	N - 16.48% B – 15.48%	3,699 of 22,463 or

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) And Baseline (B) Performance Level	Actual Performance Level
	Denominator: Aggregate total enrollment of female and male students in all career and technical education programs that lead to nontraditional employment.		16.47%
4S2	Numerator: Aggregate total female and male students completing career and technical education programs that lead to nontraditional employment. Denominator: Aggregate total number of female and male students completing career and technical education programs that lead to nontraditional employment.	N – 13.45% B – 12.69%	971 of 7597 or 12.78%

Table 2. Secondary Special Populations Core Indicator Performance

Core Indicator	Neg Perf Level	Students with Disabilities	Acad Disad	Econ Disad	LEP	Non-Trad	Single Parent	Displ. Hmkr	Tech Prep
1S1	92.38%	4,722 of 5087 or 95.98%	10,842 of 11,563 or 94.09%	9,362 of 9856 or 94.99%	407 of 456 or 89.25%	970 of 993 or 97.68%	914 of 968 or 94.42%	84 of 87 or 96.55%	12,423 of 12,880 or 96.45%
1S2	92.38%	4,722 of 5087 or 95.98%	10,842 of 11,563 or 94.09%	9,362 of 9856 or 94.99%	407 of 456 or 89.25%	970 of 993 or 97.68%	914 of 968 or 94.42%	84 of 87 or 96.55%	12,423 of 12,880 or 96.45%
2S1	92.38%	4,722 of 5087 or 95.98%	10,842 of 11,563 or 94.09%	9,362 of 9856 or 94.99%	407 of 456 or 89.25%	970 of 993 or 97.68%	914 of 968 or 94.42%	84 of 87 or 96.55%	12,423 of 12,880 or 96.45%
3S1	80.28%	2,557 of 3,724 or 68.66%	4,115 of 5,438 or 75.67%	4,320 of 6,412 or 67.37%	153 of 230 or 66.52%	640 of 865 or 73.99%	452 of 713 or 63.39%	36 of 57 or 63.16%	9,042 of 11,840 or 76.37%
3S2	NA								
4S1	16.48%	359 of 3,205 or 11.20%	1,080 of 6,676 or 16.18%	1,013 of 4,699 or 21.56%	44 of 317 or 13.88%	n/p	115 of 338 or 34.02%	7 of 51 or 13.73%	1,367 of 8,868 or 15.41%
4S2	13.45%	91 of 1,114 or 8.17%	383 of 2,625 or 14.59%	361 of 1,901 or 18.99%	5 of 93 or 5.38%	n/p	40 of 158 or 25.32%	5 of 33 or 15.15%	461 of 3,565 or 12.93%

Table 3. Postsecondary Core Indicator Definitions and Performance

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) And Baseline (B) Performance Level	Actual Performance Level
1P1	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. Denominator: All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree	N – 66.00% B – 63.51%	16,484 of 23,798 or 69.27%

Core Indicator	Definition/Measure as Negotiated	Negotiated (N) And Baseline (B) Performance Level	Actual Performance Level
	or an occupational certificate and the intent to enter a new occupation or improve their current occupational skills.		
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 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 – 66.00%</p> <p>B – 63.51%</p>	<p>16,484 of 23,798 or 69.27%</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 – 51.80%</p> <p>B – 48.79%</p>	<p>13,175 of 23,798 or 55.36%</p>
3P1	<p>Numerator: All degree and occupational certificate completers in the same fiscal year (from denominator) identified by social security number who show up as employed in the Illinois Unemployment Insurance wage records in the 3rd quarter after program completion and/or were enrolled in the Illinois public higher education shared database in the academic year following program completion.</p> <p>Denominator: All degree and occupational certificate completers in a given fiscal year who provided valid social security numbers.</p>	<p>N – 80.34%</p> <p>B – 77.63%</p>	<p>17,240 of 21,891 or 78.75%</p>
3P2	<p>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 3rd and 4th quarters after program completion.</p> <p>Denominator: All degree and occupational certificate completers in a given fiscal year who provided SSNs and were employed the 3rd quarter after program completion (3P1).</p>	<p>N – 95.00%</p> <p>B – 95.55%</p>	<p>14,287 of 15,240 or 93.75%</p>
4P1	<p>Numerator: Total underrepresented enrollment of female and male students in all occupational programs that lead to nontraditional employment.</p> <p>Denominator: Total enrollment of female and male students in all occupational programs that lead to nontraditional employment.</p>	<p>N – 13.61%</p> <p>B – 13.98%</p>	<p>10,337 of 76,168 or 13.58%</p>
4P2	<p>Numerator: Total number of program completions by under-represented female and male students in all occupational programs that lead to nontraditional employment.</p> <p>Denominator: Total number of program completions by female and male students in all occupational programs that lead to nontraditional employment.</p>	<p>N – 11.54%</p> <p>B – 12.17%</p>	<p>1,902 of 17,515 or 10.86%</p>

Table 4. Postsecondary Special Populations Core Indicator Performance

Core Indicator	Neg Perf Level	Students with Disabilities	Acad Disad.	Econ Disad.	LEP	Non-rad	Single Parent	Displ. Hmkr	Tech Prep
1P1	66.00%	513 of 704 or 72.87%	2,574 of 4,144 or 62.11%	5,787 of 8,002 or 72.32%	324 of 512 or 63.28%	993 of 1,450 or 68.48%	n/p	n/p	26 of 41 or 63.41%
1P2	66.00%	513 of 704 or 72.87%	2,574 of 4,144 or 62.11%	5,787 of 8,002 or 72.32%	324 of 512 or 63.28%	993 of 1,450 or 68.48%	n/p	n/p	26 of 41 or 63.41%
2P1	51.80%	394 of 704 or 55.97%	1,821 of 4,144 or 43.94%	4,791 of 8,002 or 59.87%	207 of 512 or 40.43%	746 of 1450 or 51.45%	n/p	n/p	20 of 41 or 48.78%
3P1	80.34%	358 of 454 or 78.85%	2297 of 2791 or 82.30%	3871 of 4959 or 78.06%	316 of 403 or 78.41%	815 of 1114 or 73.16%			125 of 152 or 82.24%
3P2	95.00%	280 of 305 or 91.80%	1,895 of 1,993 or 95.08%	3,141 of 3,408 or 92.17%	262 of 286 or 91.61%	658 of 704 or 93.47%	n/p	n/p	98 of 106 or 92.45%
4P1	13.61%	273 of 1,977 or 13.81%	2,088 of 15,038 or 13.88%	2,565 of 20,572 or 12.47%	273 of 2,259 or 12.08%	10,337 of 76,118 or 13.58%	334 of 3,293 or 10.14%	41 of 452 or 9.07%	168 of 620 or 27.10%
4P2	11.54%	55 of 373 or 14.75%	230 of 2,462 or 9.34%	429 of 4,964 or 8.64%	24 of 593 or 4.05%	1,902 of 17,515 or 10.86%	79 of 907 or 8.71%	10 00 156 or 6.41%	4 of 40 or 10%

Performance on Placement in Employment (3P1) was lower than the established target (78.75 percent actual vs. 80.34 percent target). Actual performance on the Placement in Employment measure was 98.02 percent of the goal. Placement in education/advanced training component decreased by 76 people, compared with last year.

Illinois performance on the Employment Retention (3P2) indicator was slightly lower than the goal, as well (93.75 percent vs. 95.00 percent). Employment retention was 98.68 percent of the agreed-upon target.

Contributing to lower-than-anticipated performance on these measures is the overall economic climate in Illinois, as the state has just recently begun emerging from a recession. Elevated unemployment rates existed during the measurement time frame. The most recent available full year of data (2003) from the Bureau of Labor Statistics show an unemployment rate in Illinois of 6.7 percent. Unemployment in Illinois during 2003 was the second highest in the Midwest Region and above both the regional (5.9 percent) and national (6.0 percent) averages (<<http://www.bls.gov/news.release/pdf/srgune.pdf>>). According to the Illinois Department of Employment Security, data for August/September/October 2004 show unemployment at 6.1 percent in Illinois and 5.5 percent nationwide. The Illinois unemployment rate remained in a narrow range between 6.0 percent and 6.1 percent throughout the 2004 summer months. www.ides.state.il.us/default.asp
<http://stats.bls.gov/news.release/pdf/empsit.pdf>
www.ides.state.il.us/economy/cps.pdf

Although performance on the Nontraditional Program Participation measure (4P1) was below the established target (13.58 percent actual in FY 2004 vs. 13.61 percent target or 99.78 percent of the goal) some recent positive movement was evident. Compared with last year, the absolute number of nontraditional students in programs that were nontraditional for their gender increased by 649 individuals from 9,688 in FY 2003 to 10,337 in FY 2004. Likewise, when compared with last year, nontraditional participation increased at a faster pace (6.70 percent change) than enrollments among all students in the designated programs (5.71 percent change).

As in the past, current female participation levels (17.04 percent actual) were substantially higher than male participation levels (10.97 percent actual) in programs leading to fields nontraditional for their gender. Males showed some improvement over the past year in the absolute number and the percentage. Females had a larger number of completers compared with last year, but their percentage was down slightly as overall enrollments in the designated programs grew faster.

As background to the Nontraditional Completion (4P2) change, note that Illinois community colleges have been making a concerted effort to increase completions across all programs in an initiative aimed at further documenting student achievements and promoting student success. The latest overall completion (2P1) levels were up, compared with last year. However, the nontraditional completions (4P2) component did not keep pace with overall graduation gains.

Nontraditional Program Completions were lower than the established target (4P2 = 10.86 percent actual vs. 11.54 percent target or 94.11 percent of the goal). The actual number of current year nontraditional completions was 1,902 individuals, which is 15 fewer nontraditional graduates than in the previous year. Compared with last year, nontraditional completions decreased slightly (-0.78 percent change), while completions among all students in the designated nontraditional programs grew substantially (9.36 percent change or 1,499 graduates).

The latest female nontraditional graduation percentage (11.02 percent actual) remained higher than the corresponding male percentage (10.76 percent actual). Males showed a slight increase with 19 more graduates than last year; however, the male percentage was down slightly as overall completions in the designated male nontraditional programs grew faster. Females had a slightly smaller number of completers (-34) compared with last year and a lower percentage (11.02 percent in FY 2004 vs. 12.90 percent in FY 2003).

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 grades 11 and 12) 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 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 grade 9 and no later than grade 11 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

Tables 5-7 depict the measures for the secondary and postsecondary sub-indicators as described in the Illinois 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 career and technical education concentrators attaining a high school diploma.
<u>Vocational Skill Attainment</u>	
1S2	Percentage of career and technical education concentrators attaining a high school diploma.
<u>High School Graduation</u>	
2S1	Percentage of career and technical education concentrators attaining a high school diploma.
<u>Placement in Employment and/or Postsecondary Education</u>	
3S1	Percentage of career and technical education completers with valid social security numbers who were employed in the second 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 career and technical education participants enrolled in programs leading to occupations that are nontraditional for their gender.
4S2	Percentage of career and technical education completers in programs leading to occupations that is nontraditional for their gender.

Table 6. Computational Postsecondary Core Indicator Definitions

<u>Academic Skill Attainment</u>	
1P1	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 five years of enrollment.
<u>Occupational Skill Attainment</u>	
1P2	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 five 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 five years of enrollment.
<u>Placement in Employment and/or Continuing Postsecondary Education</u>	
3P1	Percentage of program completers in a given fiscal year who were employed in the third 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 third quarter (3P1) and still employed in the fourth quarter after program completion.

Nontraditional

4P1 Percentage of career and technical education participants enrolled in programs leading to occupations that are nontraditional for their gender.

4P2 Percentage of career and technical education completers in programs leading to occupations that is nontraditional for their gender.

Table 7. Quality Assessment Using Federal Rubric

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 FY 2002.
1S2: Secondary Occupational Skill Attainment	2.5 of 3	This measure has been upgraded from a population sample to a census test beginning in FY 2001. Proxy data have been submitted in 2004.
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	The state has moved toward more complete information by accessing additional external data sources. Availability of student social security numbers is less problematic at the postsecondary level.
4: Secondary and Nontraditional Participation and Completion	3 of 3	The state method of measuring this population is valid, consistent, and comprehensive.

Steps under consideration to further improve these measures include:

Secondary:

- Continue development of a replacement measure for 1S1 using results of the grade 11 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.
- Conduct training on data quality and using data for decision-making purposes.
- Use longitudinal databases to support research efforts.

Postsecondary:

- The state is developing 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).

d. Effectiveness of Improvement Strategies in Previous Program Years

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

- The *Kankakee Area Career Center* provided a concentrated tutorial program addressing the Math and Reading Skills of the Career and Technical Education training level students. Approximately 300 students were provided services and tested with the TABE to assess their academic math and reading levels. Pre-test math TABE scores improved from 6.57 to 9.42. While pre-test reading TABE scores improved from 6.68 to 8.81.
- The *Vermilion Vocational Education Delivery System* provided tutoring intervention at VOTEC, the area vocational center, to 195 career and technical education students enrolled in 12 programs. Of the original 195 students identified, 152 (78 percent) academically disadvantaged students completed the tutoring and improved or maintained their grade throughout the year; 156 (80 percent) of the students increased their reading, math, and/or English levels; 60 of the students were individuals with disabilities and 37 were nontraditional students.
- The *Clay-Jasper-Richland-N Wayne Regional Delivery System* provided an ETS writing program in conjunction with a Skills Bank software program; 82 percent of the 1,500 participating students indicated improved test scores as observed by the English instructors.
- *Peoria Educational Region for Employment and Career Training* implemented the use of teacher aides and tutors in their career and technical education classes. The Region served 556 students within seven participating high schools noting an improvement in passing and retention rates of the students served; 283 students were served in the first semester with 94 percent passing and 96 percent retained in school; 278 students were served in the first semester with 88 percent passing and 96 percent retained in school.
- *Triton College* developed the Academic Computing SOLUTIONS (ACS) internship program that included specific activities designed to academically, technically, and culturally support the two career and technical education nontraditional student interns in enhancing the skills and knowledge that will be required of them in the workplace.
- *Prairie State College* created a Graphic Design and Photography Advisory Committee. This committee developed a program assessment activity that included submission of portfolios. The assessment activity allowed the faculty to have a way to evaluate the program based on completed projects and gave students the opportunity for interaction with designers in the field.
- The *College of DuPage* has offered developmental level courses in the past, but with the help of FY 2004 Perkins funds, the college was able to develop a Vocational Skills Program for Mentally Disabled Adults. Enrollment in this program has increased by 43 percent, due in part to its focus on a “team approach,” which combines efforts of a faculty member for curricular development, a counselor with disabled student experience, and a part-time faculty member with regional school district affiliations.
- *Danville Area Community College* offers students in career and technical majors the opportunity to participate in the Worksite Learning Program. Students work in local businesses and industries and gain valuable on-the-job training while in school. This program placed 25 students in 15 local businesses during FY 2004.
- *Heartland College* used Perkins funds to employ a Director of Employment and Workforce Services, who spent 25 percent of her time coordinating the Business Essentials program, which is targeted toward lower income individuals with identified barriers to success. This 16-credit hour career education program also includes 64 contact hours of individualized tutoring and 42 contact hours of supportive social service and life skill training.

- *Shawnee Community College* served 40 single parent students with Perkins funds. Students were provided with supplies and materials, tuition assistance, daycare, and transportation assistance, as needed. Ten LPN/ADN students were provided with necessary equipment and tutoring as needed.

Improvement Strategies for Next Program Year

Increasing student achievement will be the focus as ISBE joins the *High Schools That Work* Consortium. Eight high schools have been identified to implement the *High Schools That Work* model for school improvement. The integration of the academic and career and technical education concepts, the raising of expectations of students and a more rigorous program of study should show gains in academic achievement plus completion rates and continuing with further education and/or training.

ISBE will partner with the Department of Commerce and Economic Opportunity to impact economic development and workforce development in Illinois. Two occupational sectors have been targeted where there is a critical skills shortage: engineering and health services. Ten of the Economic Development Regions will seek schools interested in adopting the *Project Lead The Way* curriculum, a pre-engineering curriculum requiring the use of technology and rigorous academic and career and technical education courses in the classroom. Implementation of this curriculum will increase the number of people prepared for careers in the engineering technology cluster. Health services will be promoted in four of the state's regions through career development experiences in grades kindergarten to eight, as well as special emphasis on health careers at the secondary level in science and career and technical education.

In order to continue innovating career and technical education at the postsecondary level, ICCB plans to target the use of Perkins leadership funds in FY 2004 and beyond toward activities that will improve the educational infrastructure of career and technical education, and expand the system's ability to accurately identify, capture, and report existing successes. Additionally, state-level grants will be continued in various areas, including the support of special population students in career and technical education programs and improvement of the compliance capabilities of colleges in regards to civil rights legislation.

In FY 2005, ICCB will use federal incentive funds that the state received by meeting Perkins performance goals to support the Governor's "Critical Skills Shortage Initiative." This initiative is designed to align regional workforce strategies with economic development to provide qualified workers for critical skill shortage occupations.