PERKINS III
ILLINOIS STATE PLAN FOR CAREER AND TECHNICAL EDUCATION
3.0 ACCOUNTABILITY AND EVALUATION AMENDMENT

Building on Illinois' State Accountability and Performance Information Management Systems

Illinois will build upon its current statewide accountability systems to meet the accountability requirements of Perkins III. Local programs were adamant about building on the system designed for Perkins III, having minimal data-collection burden placed upon them, and receiving technical assistance to implement the Perkins accountability requirements. All State agencies involved in workforce development programs belong to the Illinois Common Performance Management System. ISBE has developed the Performance Management Information System and the Illinois Student Information System, and ICCB has developed the community college management information system, all of which collect and report the performance data required in Perkins III.

Illinois Common Performance Management System

The Illinois Common Performance Management System (ICPMS) builds upon the National Governors Association's shared accountability project initiated in 1994. Illinois was one of six states selected to serve as one of the "national laboratories" to establish a performance management system around the principles of joint accountability across workforce development programs and principles of quality assurance and continuous improvement.

The HRIC has six goals for statewide workforce development programs. These goals, which encompass Perkins goals and performance measures, are:

- All learners should achieve high standards of academic, analytical thinking, technical and professional, and employability skills so they are well prepared for employment and further education and training.
- Current workers should continuously upgrade their academic, technical-professional and workplace skills to assure the relevance of their skills to changing work requirements and their continued employability.
- All persons, including those not in the workforce, should have opportunities to access high-quality career information and to participate equitably in education and training services to achieve the high-levels of skill and knowledge necessary to increase the competitive advantage of Illinois businesses in the global marketplace.
- All learners should be able to make smooth transitions through the education and training system and into the workplace in order to attain personal and family economic self-sufficiency through rising real incomes and to improve the economic development of the State.
- Learners throughout the education and training system should participate in programs that link classroom and workplace learning.
- All learners should be assured of the quality, efficiency, and accountability of workforce preparation programs.

Information to support customer choice was a feature added by the Illinois team. ISBE has worked with other State agencies and regional vocational system representatives to develop a set of common performance measures and to afford a degree of common accountability across all workforce preparation programs and providers. Efforts to move the ICPMS forward were the responsibility of the State Project Team that included representatives from the following State agencies: the Governor's Office, ISBE, the Illinois Community College Board, the Illinois Department of Commerce and Community Affairs, the Illinois Department of Employment Security, and the Illinois Department of Public Aid. Officials from the Illinois Occupational Information Coordinating Committee, Secretary of State Literacy Programs, and Bureau of the Budget were also involved in the early system design work. In 1996, other agencies joined this system, including the Illinois Board of Higher Education, ISBE's private business and vocational schools, the Illinois Department of Corrections, and the Illinois Department of Rehabilitation Services. Policy guidance and oversight of the ICPMS are the responsibility of the Accountability and Research Committee of the Human Resource Investment Council.

The ICPMS examines the performance of each statewide workforce development program in terms of program completers' performance on the following Core Indicator and AALPs: attainment of a high school diploma or GED, attainment of an occupational skills credential, employment placement rate, employment retention, earnings, continuing education, welfare reduction, and customer satisfaction. Certain data from centralized State systems are stripped and sent to Northern Illinois University, which combines the data into a single database and then runs the measures.

Performance Management Information System

ISBE developed the Performance Management Information System (PMIS) in response to the Perkins II call for a standards and measures system for use in local program evaluation processes.

PMIS includes a foundation of individual student records matched to external databases to produce performance measures. CTE program completers are matched against the Unemployment Insurance wage records and a higher education enrollment database to produce measures of employment, postsecondary continuation and employment retention. Participation-rate measures for special populations are produced by comparing a school's total incidence rate to that of CTE programs. Statewide secondary academic assessment records are matched to CTE students to produce academic achievement measures in basic reading and mathematics skills with comparative total school results. Educational attainment measures of high school and program completion are derived from the foundational database.

Among the considerations for enhancing PMIS is the capacity of the system to add "starting point" data for academic and technical proficiencies upon entry into the CTE system. This will involve considerable work to develop assessment instruments and procedures, as well as adopting PMIS to accommodate the resulting data.

PMIS is a Microsoft Windows-based, client-server application. From this system, which contains statewide data, the software and an attached database are extracted and disseminated to each secondary and postsecondary entity with approved programs. Secondary entities receive applicable local and comparative State data. Postsecondary entities receive local, comparative peer group and State data. This allows each user to view or print reports or graphs for each measure and any or all levels. The graphs can be copied into other software to produce documents, slides or transparencies. The local package includes an extensive on-line help component.

PMIS allows users to conduct program review in several ways: set local/program standards for acceptable performance and incremental improvement, better direct resources through identification of high and low performers, conduct comparisons across programs and populations, review longitudinal performance, and conduct in-depth analysis to establish quality program components and determine improvement strategies.

Illinois Student Information System (ISIS)

ISBE created ISIS, a performance information software package, in 1998 as a more flexible, user-friendly system to replace the Vocational Information Management System (VIMS). While the basic functions of VIMS have been retained, several enhancements have been incorporated. Regional school and course information can be maintained for multiple fiscal years, allowing planning efforts to be noted for the next school year. Data are separately maintained in local school databases instead of regional databases housing all schools. Additional data elements for the Education-to-Careers effort have been incorporated to indicate Individualized Career Plans for each student, career pathways if so selected by each student, and the work-based learning experiences for each student.

All students, not only those enrolled in CTE courses, can be entered into the student record database, allowing a broad range of reporting capabilities. Student reports are designed with a great deal of flexibility for student selection criteria. This makes it possible to increase the number of reporting options available while decreasing the number of reports maintained within the system.

Illinois Community College Board's Management Information System (ICCB-MIS)

ICCB maintains a separate MIS for data related to all students participating in the state's community colleges. The data consists of individual student records on a number of variables of interest to ICCB and the colleges. ICCB-MIS includes data on student classification by curriculum, course enrollment, credit hours, occupational follow-up, special populations, and other data related to the Perkins III core indicators. These data are incorporated into PMIS.

3.1 Procedures to Include Input from Eligible Recipients in Establishing Performance Measures for Core Indicators

ISBE used several strategies to represent eligible recipients in the development of core indicators. The State Plan Advisory Committee guided the development of both the secondary and postsecondary core indicators of performance. This committee created a secondary and a postsecondary work group to develop the core indicators and State adjusted levels of performance. These work groups examined the State's existing databases to determine how the current performance measures could be used for Perkins III. Then the work groups proposed core indicators for review and comment. These drafts were sent to various constituency groups and posted on the ISBE Web site for comments and recommendations. Finally, State staff ran the data to determine the performance baselines for each core indicator and analyzed the trends in the data to project the adjusted levels of performance. This process was repeated during the development of the accountability amendment during FY2000.

3.1.1 Procedures for Establishing Secondary Core Indicators

ISBE has been collecting and analyzing secondary school data during Perkins II on most of the Perkins III measures. Therefore, a decision was made early on that we would build upon the current secondary school data in the PMIS. Drs. Richard Miguel and John Klit, ISBE Policy Advisors; and Mary Ann Merano, ISBE Principal Consultant for the student information system provided State leadership to the development of the secondary core indicators. The work group included representatives of the regional systems directors, area vocational centers (AVCs), and high schools. ISBE sent drafts of the core indicators and adjusted levels of performance to all the regional systems directors and AVC directors for review and comment. During calendar year 1999, ISBE also conducted two workshops and asked all eligible secondary systems recipients to pilot test the procedures for establishing core indicators with their respective schools. This process was repeated during the development of the accountability amendment during FY2000.

3.1.2 Procedures for Establishing Postsecondary Core Indicators

ISBE has been collecting and analyzing data on most of the postsecondary Perkins III measures. ICCB's annual enrollment and completion records (A1 File) are incorporated into the postsecondary data in the PMIS. Dr. Carol Lanning, ICCB Director of Program Planning; Dr. Scott Parke, Director of Policy Studies provided State leadership to the development of postsecondary core indicators. The work group included representatives of the college presidents, career deans, and college instructors. ISBE sent drafts of the core indicators and adjusted levels of performance to all the regional systems directors and AVC directors for review and comment. During calendar year 1999, ISBE and ICCB also conducted two workshops and asked all eligible postsecondary recipients to pilot test the procedures for establishing core indicators with their respective local programs. This process was repeated during the development of the accountability amendment during FY2000.

3.2 Procedures Employed to Include Input from Eligible Recipients in Establishing a State Annual Adjusted Levels of Performance (AALP)

The State worked with a committee of secondary practitioners and a committee of postsecondary practitioners representative of the eligible recipients across the state. This committee, which established the core indicators, also provided input into setting the AALPs. Because Illinois had proposed its core indicators and AALPs last year, the state was able to conduct workshops in August and October of 1999 with eligible recipients to pilot test the procedures for setting AALPs. After receiving feedback from the eligible recipients last year the core indicators and AALPs were finalized and sent to all the eligible recipients for review and comment during March 2000. Also included in that review were the AALPs that would be established for each eligible recipient.

3.3 Procedures Employed to Include Input from Eligible Recipients in Establishing any Additional Indicators of Performance

The secondary and postsecondary state agencies met with their respective secondary and postsecondary practitioners committees and decided that no additional indicators of performance were needed.

3.4 Procedures Employed to Include Input from Eligible Recipients in Establishing State Levels of Performance for each Additional Indicator of Performance

Because no additional core indicators were established, this procedure was not implemented.

3.5 Core Indicators To Be Used To Meet the Requirements of Perkins III Section 113(b)(2)(A)(i-v)]

The following tables present the secondary and postsecondary core indicators to be used to meet the requirements of Perkins III. Each of the core indicators is discussed in terms of the criteria provided by OVAE in the *Core Indicator Framework* (January 2000).

Table 5
ILLINOIS SECONDARY CORE INDICATORS

Academic Skill Attainment

1S1 Percentage of CTE concentrators attaining a high school diploma.

Vocational Skill Attainment

1S2 Percentage of CTE concentrators meeting the state standards for workplace skills as assessed by the Illinois Workplace Skills Assessment.

High School Graduation

2S1 Percentage of CTE concentrators attaining a high school diploma.

Placement in Employment and/or Postsecondary Education

3S1 Percentage of CTE completers (as determined in 2S1) with valid social security numbers who were employed in the 2nd quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.

Nontraditional

4S1 Percentage of students enrolled in CTE programs leading to occupations that are nontraditional for their gender.

4S2 Percentage of students who completed CTE programs leading to occupations that are nontraditional for their gender.

Secondary Threshold and Concentrator: When a secondary student has earned two Carnegie units of credit at the training level (typically 11th and 12th grade) in a program area, they have achieved the threshold and are considered a concentrator who will be included in the various measures.

CORE INDICATOR 1S1 – Academic Attainment

Approach: State/Local Administrative Data

Parameters of Data Quality

- This measure will change to the number of CTE completers meeting the Illinois Learning Standards for language arts, mathematics, science and social science as assessed by the Prairie State Achievement Examination scheduled for implementation during FY2001.
- Alignment of Completion Measure to State Graduation Requirements – This is a measure of CTE students who attained a high school diploma that meets the state's statutory requirements for high school completion.
- Timing of Measure – The data are recorded in the state database at the close of the senior year for the target graduation cohort.
- Reliability of the Measure – The data are recorded by flagging senior class CTE concentrators who did not graduate.
- Student Coverage – Includes CTE program concentrators, students who completed 2 Carnegie units of training-level CTE. Does not include GED students.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: All CTE concentrators in a given graduation cohort. Numerator: All CTE concentrators in a given graduation cohort who received a high school diploma.	46,500	Number of CTE concentrators who received a high school diploma

CORE INDICATOR 1S2 – Vocational-Technical Skill Attainment

Approach: State Skill Standards Assessment System

Parameters of Data Quality

- Alignment to Industry-Validated Standards – Illinois, by state statute, established in 1992 the Illinois Skill Standards and Occupational Credentialing Council (ISSOCC). This council approves and recommends generic and specific occupational skills to the State Board of Education, the Community College Board and the agencies responsible for WIA programs.
- Scope and Content of Skills – ISSOCC approved 93 workplace skills that all high school CTE students should acquire as the foundation for entry into any career. The Illinois Workplace Skills Assessment (IWSA) tests these transferable workplace skills. The state's research has shown a consensus among employers and parents that all high school students should have workplace basic skills (i.e., occupationally transferable generic skills) and that occupationally specific skills are not appropriate for all high school CTE students. The state has developed industry-based occupational skill standards through its Occupational Skills Standards and Credentialing Council. For those few areas where IOSSCC standards pertain to high school program, assessments will be administered; however, those assessments will not be available until 2005.
- Timing of Assessment - The Illinois Workplace Skills Assessment (IWSA) is administered in the fall of the senior year.
- Reliability of Assessment – IWSA is developed by the same contractor ISBE uses for state academic skill assessments, using the same methods of testing reliability and validity.
- Student Coverage – IWSA is administered to 12th grade training-level students in all CTE programs.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: All CTE concentrators who took the IWSA. Numerator: All CTE concentrators who met the state level of proficiency on IWSA.	46,500	Number who met the workplace skills standards

CORE INDICATOR 2S1 – Secondary Completion

Approach: State/Local Administrative Data

Parameters of Data Quality

- Alignment of Completion Measure to State Graduation Requirements – This is a measure of CTE students who attained a high school diploma that meets the state's statutory requirements for high school completion.
- Timing of Measure – The data are recorded in the state database at the close of the senior year for the target graduation cohort.
- Reliability of the Measure – The data are recorded by flagging senior class CTE concentrators who did not graduate.
- Student Coverage – Includes CTE program concentrators, students who completed 2 Carnegie units of training-level CTE. Does not include GED students.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: All CTE concentrators in a given graduation cohort. Numerator: All CTE concentrators in a given graduation cohort who received a high school diploma.	46,500	Number of CTE concentrators who received a high school diploma

CORE INDICATOR 3S1 – Placement in Employment and/or Postsecondary Education

Approach: Administrative Record Exchange (UI wage records and Illinois higher education database)

Parameters of Data Quality

- Alignment to Definitions of 3 Types of Placement – Illinois uses standard definitions used in administrative record exchanges.
- Timing of Measure – Employment is 2nd quarter after graduation; enrollment in postsecondary is one year following graduation.
- Reliability of Measure – This measure reports placement data based on consistent administrative records and measurement procedures.
- Student Identifiers – Social security numbers (SSNs) are used.
- In-State Coverage for Postsecondary Placement – All program completers with valid SSNs (75%) can be followed up in the state's higher education database after they graduate from high school.
- In-State Coverage for Employment – All program completers with valid SSNs (75%) can be followed up in the UI wage records after they graduate from high school.
- Out-of State Coverage – Not included, but State is working on getting coverage of UI-wage record systems from adjoining states.
- Military Coverage – Not included, but State is working on including military records.
- Non-duplicated Counts – The measure is based on non-duplicated counts.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: All CTE completers in a given graduation cohort who provided social security numbers (SSNs). Numerator: All completers in a given graduation cohort identified by SSNs who show up employed in the UI wage records in the 2nd quarter after graduation and/or enrolled in the state's higher education database in the year following graduation.	35,000	Number who were employed and/or enrolled in postsecondary education

CORE INDICATOR 4S1 – Nontraditional Program Enrollment

Approach: State/Local Administrative Data

Parameters of Data Quality

- Accurate Classification of Programs as Nontraditional – All CTE programs that provide preparation for entry into further training and/or nontraditional occupations were crosswalked with CIPs (see attachment A for secondary CIPs included in this statistic).
- Reliability – Programs are consistently classified and student participation is accurately reported based on state-established definitions of non-traditional occupations and related CIPs.
- Student Coverage – All male and female CTE students enrolled in programs leading to nontraditional employment are included.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: Aggregate total enrollment of female and male students in all CTE programs that lead to nontraditional employment. Numerator: Aggregate total female and male enrollment in all CTE programs that lead to nontraditional employment.	76,979 in nontraditional programs	Number of females and males enrolled in nontraditional programs

CORE INDICATOR 4S2 – Nontraditional Program Completion

Approach: State/Local Administrative Data

Parameters of Data Quality

- Accurate Classification of Programs as Nontraditional – All occupational programs that provide preparation for entry into further training and/or nontraditional occupations were crosswalked with CIPs (see attachment A for secondary CIPs included in this statistic).
- Accuracy of Completion Measure – The measure is based on a consistent definition of and criteria for successful completion as entered into the state's database for program completion.
- Reliability – Programs are consistently classified and student participation is accurately reported based on state-established definitions of non-traditional occupations and related CIPs.
- Student Coverage –All male and female occupational majors (1.2) and skill course enrollees (1.6) completing programs leading to nontraditional employment are included.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: Aggregate total number of female and male students completing CTE programs that lead to nontraditional employment. Numerator: Aggregate total female and male students completing CTE programs that lead to nontraditional employment.	37,654 completing nontraditional programs	Number of females and males completing nontraditional programs

Table 6
ILLINOIS POSTSECONDARY CORE INDICATORS

Academic Skill Attainment

1P1 Percentage of 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 who completed an occupational certificate or associate degree or who are still enrolled or have transferred (composite) within 5 years of enrollment.

Occupational Skill Attainment

1P2 Percentage of 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 who completed an occupational certificate or an associate degree or who are still enrolled or have transferred (composite) within 5 years of enrollment.

Program Completion

2P1 Percentage of 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 who completed an occupational certificate or an 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 3rd 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 3rd quarter (3P1) and still employed in the 4th quarter after program completion.

Nontraditional

4P1 Percentage of students enrolled in occupational programs leading to occupations that are nontraditional for their gender.

4P2 Percentage of students who completed occupational programs leading to occupations that are nontraditional for their gender.

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, they have achieved the threshold and are considered a concentrator who will be included in the various measures.

CORE INDICATOR 1P1 – Academic Attainment

Approach: Proxy (State/Local Administrative Data for Program & Course Completion)

Parameters of Data Quality

- Alignment to Program Standards – Illinois does not have state-established standards for postsecondary academic skills.
- Assessment Scope – The measure is a proxy for attainment of reading, writing, mathematics, social studies and science skills, but is not a direct measure of those skills.
- Assessment Timing – Data are collected annually at the end of the school year.
- Reliability – The proxy measure is a reliable measure in that the data are collected annually using the same data requirements and procedures.
- Student Coverage – All occupational program majors (1.2) enrolled in a degree or an occupational certificate program.
- Stage of State Assessment Implementation – The state intends to replace this proxy with a direct measure of skill attainment by FY2002. When the assessment instrument and resources for testing are secured, this core indicator will be changed through an amendment to this state plan.

Numerator/Denominator Definitions	Denominator	Numerator
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. Numerator: Occupational program majors (1.2) in the cohort who completed a degree or an occupational certificate or who are still enrolled in the institution or have transferred within five years of enrollment.	Approximately 35,000	Approximately 22,000

CORE INDICATOR 1P2 – Occupational Skill Attainment

Approach: Proxy (State/Local Administrative Data for Program & Course Completion)

Parameters of Data Quality

- Alignment to Program Standards – Illinois does not have state-established standards for postsecondary occupational skills.
- Assessment Scope – The measure is a proxy for attainment of occupational skills, but is not a direct measure of those skills. This is the same proxy used for academic skill attainment.
- Assessment Timing – Data are collected annually at the end of the school year.
- Reliability – The proxy measure is a reliable measure in that the data are collected annually using the same data requirements and procedures.
- Student Coverage – All occupational program majors (1.2) enrolled in a degree or an occupational certificate program.
- Stage of State Assessment Implementation – The state intends to replace this proxy with a direct measure of skill attainment by FY2002. When the assessment instrument and resources for testing the occupational skills established by the IOSSCC are secured, this core indicator will be changed through an amendment to this state plan.

Numerator/Denominator Definitions	Denominator	Numerator
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. Numerator: Occupational program majors (1.2) in the cohort who completed a degree or an occupational certificate or who are still enrolled in the institution or have transferred within 5 years of enrollment.	Approximately 35,000	Approximately 22,000

CORE INDICATOR 2P1 – Postsecondary Completion

Approach: State/Local Administrative Data

Parameters of Data Quality

- Alignment to State Standards – The requirements for associate degrees and occupational certificates are set by the Illinois Board of Higher Education IBHE).
- Scope of Measure – Provides full coverage of all degree and certificate occupational programs (1.2) in the state.
- Reliability of Measure – The process and procedures for awarding degrees and certificates is done in a consistent manner as prescribed by the policies of IBHE and state statutes.
- Student Coverage – All occupational program majors (1.2) with the intent of completing a degree or an occupational certificate.
- Timing – Students are tracked for completion in the data system for 5 years after they complete 12 credits.

Numerator/Denominator Definitions	Denominator	Numerator
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. Numerator: Occupational program majors (1.2) in the cohort who completed a degree or an occupational certificate within five years of enrollment.	Approximately 35,000	Approximately 18,000

CORE INDICATOR 3P1 – Placement in Employment and Continuing Postsecondary Education

Approach: Administrative Record Exchange (UI wage records and Illinois higher education database)

Parameters of Data Quality

- Alignment to Definitions of 3 Types of Placement – Illinois uses standard definitions used in administrative record exchanges.
- Timing of Measure – Employment is 3rd quarter after graduation; enrollment in postsecondary during year following degree/certificate completion.
- Reliability of Measure – This measure reports placement data based on consistent administrative records and measurement procedures.
- Student Identifiers – Social security numbers (SSNs) are used.
- In-State Coverage for Postsecondary Placement – All program concentrators with valid SSNs (100%) can be followed up in the state's higher education database after they graduate from high school.
- In-State Coverage for Employment – All program concentrators with valid SSNs (100%) can be followed up in the UI wage records after they graduate from high school.
- Out-of State Coverage – Not included, but State is working on getting coverage of UI-wage record systems from adjoining states.
- Military Coverage – Not included, but State is working on including military records.
- Non-duplicated Counts – The measure is based on non-duplicated counts.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: All degree and occupational certificate completers in a given fiscal year who provided valid social security numbers (SSNs).	Approximately	Approximately
Numerator: All degree and occupational certificate completers in the same fiscal year (from denominator) identified by 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 academic year following program completion.	17,000	13,800

CORE INDICATOR 3P2 – Employment Retention

Approach: Administrative Record Exchange (UI wage records)

Parameters of Data Quality

- Alignment to Definitions of 3 Types of Placement – Illinois uses standard definitions used in administrative record exchanges.
- Timing of Measure – Persistence in employment is tracked at 3rd quarter and then 4th quarter after program completion.
- Reliability of Measure – This measure reports employment retention data based on consistent administrative records and measurement procedures.
- Student Identifiers – Social security numbers (SSNs) are used.
- In-State Coverage for Employment – All program concentrators with valid SSNs (85%) can be followed up indefinitely in the UI wage records after they graduate from high school.
- Out-of State Coverage – Not included, but State is working on getting coverage of UI-wage record systems from adjoining states.
- Military Coverage – Not included, but State is working on including military records.
- Non-duplicated Counts – The measure is based on non-duplicated counts.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: All degree and occupational certificate completers in a given fiscal year who provided social security numbers (SSNs) and were employed the 3rd quarter after program completion (3P1). Numerator: All degree and occupational certificate completers in a given fiscal year identified by SSN who show up as employed in the Illinois Unemployment Insurance (UI) wage records in the 3rd and 4th quarters after program completion.	Approximately 12,000	Approximately 11,500

CORE INDICATOR 4P1 – Nontraditional Program Enrollment

Approach: State/Local Administrative Data

Parameters of Data Quality

- Accurate Classification of Programs as Nontraditional – All occupational programs that provide preparation for entry into further training and/or nontraditional occupations were crosswalked with CIPs (see attachment A for postsecondary CIPs included in this statistic).
- Reliability – Programs are consistently classified and student participation is accurately reported based on state-established definitions of non-traditional occupations and related CIPs.
- Student Coverage –All male and female occupational majors (1.2) and skill course enrollees (1.6) enrolled in programs leading to nontraditional employment are included.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: Total enrollment of female and male students in all occupational programs that lead to nontraditional employment. Numerator: Total female and male enrollment in all occupational programs that lead to nontraditional employment.	Approximately 63,000 females and males in nontraditional programs	Approximately 9,000 females and males enrolled in nontraditional programs

CORE INDICATOR 4P2 – Nontraditional Program Completion

Approach: State/Local Administrative Data

Parameters of Data Quality

- Accurate Classification of Programs as Nontraditional – All occupational programs that provide preparation for entry into further training and/or nontraditional occupations were crosswalked with CIPs (see attachment A for postsecondary CIPs included in this statistic).
- Accuracy of Completion Measure – The measure is based on a consistent definition of and criteria for successful completion as entered into the state's database for program completion.
- Reliability – Programs are consistently classified and student participation is accurately reported based on state-established definitions of non-traditional occupations and related CIPs.
- Student Coverage –All male and female occupational majors (1.2) and skill course enrollees (1.6) completing programs leading to nontraditional employment are included.

Numerator/Denominator Definitions	Denominator	Numerator
Denominator: Total number of program completions by female and male students in all occupational programs that lead to nontraditional employment. Numerator: Total number of program completions by female and male students in all occupational programs that lead to nontraditional employment.	Approximately 9,800 completing nontraditional programs	Approximately 1,200 females and males completing nontraditional programs

3.6 State Annual Adjusted Levels of Performance To Be Used To Meet the Requirements of Perkins III Section 113(b)(3)(A)(ii)]

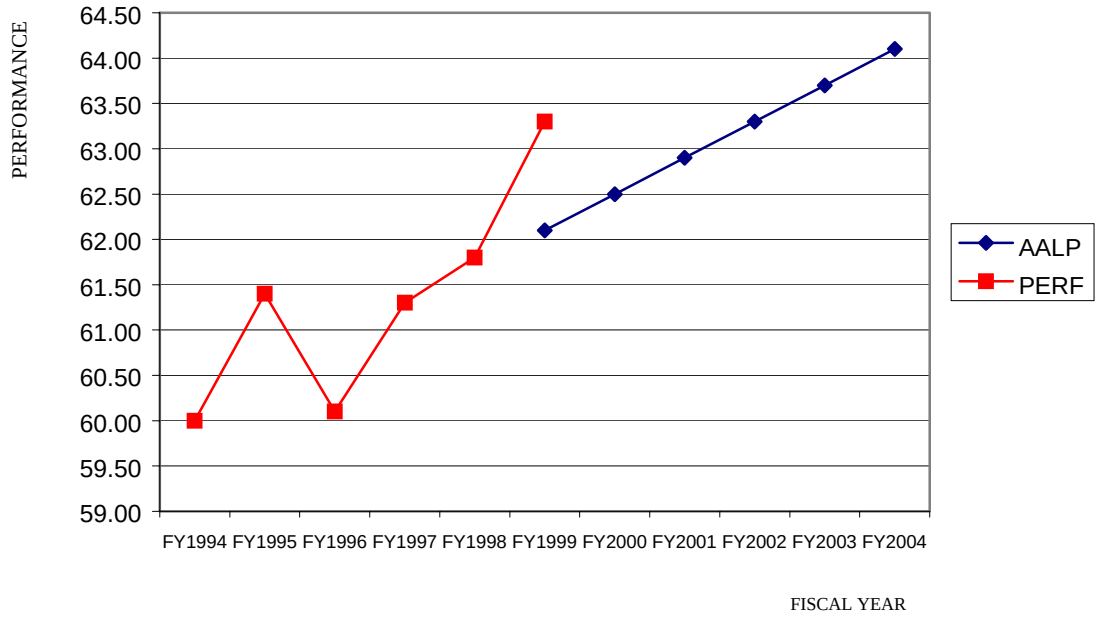
The baseline levels of performance are the result of analyses of trends in performance levels. They reflect the best data available at the time of preparing this plan. It is understood that any changes in core indicators, baselines or adjusted levels must be approved by USDE, OVAE. Illinois will be using a continuous improvement model that charts progress from the time the data for the core indicator are available through the end of Perkins III – FY2004. The continuous improvement AALP is a function of the first year baseline plus the difference between the baseline and the ultimate performance goal times the number of years of continuous improvement times the desired percent of continuous improvement.

AALP = baseline + annual percentage gain(ultimate performance goal – baseline)

Example: Column 2 of this table includes the annual adjusted levels of performance for five years. Column 3 includes 6 years of performance preceding the Perkins III.

	AALP	PERF
FY1994		60.00
FY1995		61.40
FY1996		60.10
FY1997		61.30
FY1998		61.80
FY1999	62.10	63.30
FY2000	62.50	
FY2001	62.90	
FY2002	63.30	
FY2003	63.70	
FY2004	64.10	

When charting AALPs and performance, one can see the past performance over time, the dirction and slope of continuous improvement, and the annual adjusted levels of performance.



3.6.1

See Excel charts posted on web site http://www.isbe.state.il.us/partnerships/ for more information from this section.

3.7 Additional Indicators [Sec. 113(b)(3)(A)(ii)]

None

3.8 Adjusted Levels of Performance for Additional Indicators [Sec. 113(b)(3)(B)]

None

3.9 Program Evaluation and Coordination

3.9.1 How the Effectiveness of Career and Technical Education Programs Will Be Evaluated

PMIS provides the technology for statewide and local evaluation of programs. ISBE designed this system to make using evaluation data easier for State and local staff. PMIS is a database that draws upon several other databases to provide descriptive statistics on programs, program outcomes, and student outcomes. PMIS is user friendly, applying the latest computer technology to enhance the system's data collection, analysis, and reporting features.

The PMIS design is based upon a continuous improvement model. It helps determine baseline performance levels and performance goals, permitting analysis of short- and long-term gains. The State and eligible fund recipients negotiate anticipated levels of performance and program improvement strategies are aligned with performance priorities. Upon annual review of the performance data over the next five years, eligible recipients will adjust their local plans annually to realign resources to address performance deficiencies in programs, schools, and/or population cohorts. In this continuous improvement model, eligible recipients compete against themselves. This means that they are trying to raise baseline performance levels toward optimal levels of performance.

At the State level, PMIS functions as an information and accountability system, tracking student progress and program improvement strategies. Each school year, ISBE staff will update the database that contains individual student records for grades 9 – 12 and for community college students. They also will disaggregate data for selected cohorts for the purposes of evaluating their progress. After preparing the data at the State level, ISBE sends regional secondary school directors and community college career deans diskettes containing three years' of district data, statewide comparative summary data, and a Windows-based software program to analyze the data.

PMIS was purposely designed to be as user friendly as possible so that all potential users would feel comfortable using the data for evaluating and improving programs. They can create numerous reports and graphs for each region, district, or school with only a few clicks of a mouse, providing customized reports to administrators and instructors almost instantly. The reports that are generated through PMIS allow practitioners to see what is working and what is not.

PMIS compares CTE secondary and postsecondary systems to standards that are defined with the help of local educators, administrators, student service staff members and parents. If a system is not meeting State standards, it is required to develop an improvement plan specifically addressing the areas of poor performance. ISBE will create a "watch list" of schools that are underperforming and provide concentrated technical assistance to help these schools get back on track.

To get everyone up to speed in using local data to improve programs, ISBE and ICCB, in cooperation with the National Center for Research in Vocational Education, are launching a project in May 1999 to train teams from schools across the state in how to use their data to improve school programs. The premise behind this strategy is that improvement of student performance begins in the classroom, not in some program planner's office. Therefore, this team consists, at a minimum, of an academic teacher, a CTE teacher, the school principal, the local person responsible for data, and the regional system director. The training process will use NCRVE's *At Your Fingertips: Using Everyday Data to Improve Schools*.

3.9.2 How Federal Programs Are Being Coordinated to Ensure Nonduplication

According to Illinois statute, HRIC is responsible for coordinating all workforce development programs funded by State and Federal government. The HRIC performs its coordinating duties, ensuring nonduplication of programs and services, through its committee structure (e.g., accountability and research, current workers, employment opportunities, and education-to-careers). The HRIC's committee structure and priorities are currently under review by the new governor. Part of that review will be the development of specific coordination procedures for Federal programs.

The HRIC's Information, Accountability and Research Committee reviews plans of all workforce development programs. That committee provided recommendations for this plan and ISBE incorporated all their suggestions into the plan. The HRIC officially endorsed the plan at their March 6, 1999, meeting.

The HRIC has established the One-Stop Coordinating Committee to develop the WIA implementation plan and coordinate it with other federal workforce development programs. ISBE is actively participating on all work groups of this committee. The work groups are charged with defining the role of partners and shared funding strategies, defining requirements for the memorandum of understanding, updating one-stop designations and certifications, defining strategies and policies to serve priority populations, defining regional planning and coordination requirements, assessing employer needs, developing continuous improvement strategies, defining coordination requirements in local plans and marketing one-stop system services. The work groups will continue their implementation of technical assistance during FY2001.

3.10 How Data Related to Student Progress Will Be Reported

3.10.1 Statewide Report

The State will report its findings for the community college occupational programs and the secondary CTE systems, including Tech Prep, in terms of the number and percentage of those institutions that "did not meet," "met," or "exceeded" their performance goals. The report will present for each core indicator the findings, interpretation of the data, and recommendations. The narrative on the findings will include a table similar to the sample data shell that follows.

Sample Table

SUMMARY DATA ON STATEWIDE PERFORMANCE ON THE CORE INDICATORS

(by percentage of institutions attaining their AALPs)
(Note: the data shown are fictitious and used for illustrative purposes only)

	Secondary			Postsecondary		
	Does not Meet	Meets	Exceeds	Does not Meet	Meets	Exceeds
Academic Skill Attainment	35 percent	50 percent	15 percent	35 percent	50 percent	15 percent
Technical Skill Attainment	15 percent	60 percent	25 percent	15 percent	60 percent	25 percent
Secondary Diploma – Postsecondary Degree Attainment	10 percent	50 percent	40 percent	10 percent	50 percent	40 percent
Placement in postsecondary education and/or employment	10 percent	75 percent	15 percent	Employ-ment only 5 percent	Employ-ment only 80 percent	Employ-ment only 15 percent
Retention in employment	N/A	N/A	N/A	5 percent	55 percent	40 percent
Student participation in programs that lead to nontraditional training and employment	10 percent	70 percent	30 percent	10 percent	70 percent	30 percent
Student completion of programs that lead to nontraditional training and employment	25 percent	60 percent	15 percent	25 percent	60 percent	15 percent

The State performance report will also include findings on the statewide averages for each of the core indicators for CTE students, including Tech Prep students. The report will present for each core indicator the findings, interpretation of the data, and recommendations. The data will be summarized and disaggregated by the special populations and as shown in the sample table on the following page. The report will also include findings on the data for each of the special populations defined in section 3(23) of the Perkins III.

ISBE will reconvene the State Plan Advisory Committee to review the findings and develop the recommendations. The State report will also be reviewed by the HRIC Information, Accountability and Research Committee before submitting it to the HRIC, the Illinois State Board of Education and USDE.

An important aspect of the reporting of data will be a discussion of the effects of variables outside the control of local programs (i.e., intervening and exogenous variables) on the core indicators. It is anticipated that ISBE will conduct multi-variate regression analyses to determine the net effects of CTE on each core indicator and to illuminate that discussion.

Sample Table

PERCENTAGE OF STUDENTS ATTAINING THE STATE ADJUSTED PERFORMANCE LEVELS

(by percentage of students above or below the target performance level for each core indicator)

	SECONDARY					POSTSECONDARY				
	FY 2000 Secondary Performance Level	Secondary Program Completers	Special Populations Program Completers	Other Secondary CTE students	Other Special Populations	**FY 2000 Performance Level**	Postsecondary Completers	Special Populations Program Completers	Other Postsecondary Enrollees	Other Special Populations
Academic Attainment	**65 percent**	+ 2 percent	+ 1 percent	- 1 percent	- 5 percent	**45 percent**	+ 5 percent	+ 1 percent	+/- 0 percent	- 5 percent
Technical Attainment	**75 percent**	- 1 percent	- 2 percent	- 5 percent	- 1 percent	**80 percent**	+ 1 percent	- 1 percent	+ 1 percent	- 1 percent
Diploma/Degree Attainment	**88 percent**	+/- 0 percent	- 1 percent	- 5 percent	- 5 percent	**45 percent**	+ 1 percent	+/- 0 percent	- 12 percent	- 5 percent
Placement in postsecondary/ employment	**75 percent**	- 3 percent	- 5 percent	- 7 percent	+ 1 percent	**75 percent** employment only	+ 4 percent employment only	- 3 percent	+ 1 percent employment only	+ 1 percent
Retention in employment	n/a	n/a	n/a	n/a	n/a	**56 percent**	+ 2 percent	+ 2 percent	- 8 percent	- 8 percent
Participation – Nontraditional	**25 percent**	+/- 0 percent	n/a	+/- 0 percent	+ 3 percent	**25 percent**	-2 percent	+/- 0 percent	-5 percent	+/- 0 percent
Completion – Nontraditional	**20 percent**	+/- 0 percent	n/a	+/- 0 percent	- 5 percent	**20 percent**	+6 percent	+/- 0 percent	+ 1 percent	+/- 0 percent

3.10.2 Local Programs Report

The local report will mirror the State report. For secondary programs the report will show the percentage of high schools and AVCs that have not met, met, or exceeded the performance goal for the year. That will be followed by the findings on the percentage of students above or below the local adjusted performance levels for each core indicator. The local report will further disaggregate the special population's performance on the core indicators.

3.11 State and Local Data are Accurate, Complete, and Reliable

All local data submitted to ISBE for the PMIS via the ISIS and ICCB-MIS are subject to a data collection agreement between ISBE and the local eligible recipient because the data are used not only for program improvement and accountability, but also for distribution of State general revenue funds for secondary and postsecondary CTE. This agreement states that the local entity is subject to audit. Upon an audit exception, local entities are required to return funds for over-reporting their data.

All data sources and instrumentation, data collection and reporting methods and analysis methods are designed according to the canons of science. ISBE has the measures and methodologies reviewed by research scientists to assure that they are valid and reliable measures

of performance. During summer 1999, ISBE will be conducting technical panels on all core indicators to ensure that all terms, data collection and reporting procedures, and procedures for setting adjusted performance levels are being used consistently throughout the state.

3.12 Data Collection and Reporting Processes Common to Workforce Investment Act of 1998 and Perkins Postsecondary Programs

The HRIC Information, Accountability and Research Committee oversees the Illinois Common Performance Management System. ICPMS is a consolidated database housed at Northern Illinois University, which provides data analyses and reporting on core indicators common to all Federal workforce development programs. This shared database contains data from all participating State agencies, including ISBE. The system, which has been under development since 1994, produces an annual report.

6.3 Other Financial Information

6.3.1 FY 2001 Perkins III Budget

Table 8
FY 2001 Budget

Title I Assistance to States	
a. Local Formula Distribution (85 percent)	
Secondary Programs (60 percent)	20,108,116
Postsecondary Programs (40 percent)	13,405,410
Subtotal	33,513,526
b. State Leadership (10 percent)	
State Leadership	3,398,491
State Institutions (1 percent)	394,277
Nontraditional Training and Employment	150,000
Subtotal	3,942,768
c. State Administration (5 percent)	
Federal Perkins	1,971,384
State Matching Funds	(1,971,384)
Subtotal	1,971,384
Title I Total	39,427,678
Title II Tech Prep Education Programs (Title II)	4,074,722
Title II Total	4,074,722
Total State Allocation	**43,502,400**

6.3.2 Distribution of Title I, Part C, Local Formula Funds

A 60/40 percent split in Title I, Part C, funds ($33,513,526) will provide the State's secondary Regional Delivery Systems (60 percent) and community colleges (40 percent) with the funding levels shown in the following two charts.

Title I, Part C
Fiscal Year 2001

Secondary Programs Distribution of Funds

	Planned Expenditures
Chicago Public Schools	8,478,452
North Suburban Educational Region for Voc Ed	283,889
Des Plaines Valley Education for Employment System	300,229
Morton Regional Delivery System	190,975
Moraine Area Career System	345,600
Career Preparation Network	297,641
Career Development System	444,355
Northwest Suburban Education-to-Careers Partnership	334,211
Lake County Area Vocational System	600,909
DuPage Area Occupational Education System	680,313
Three Rivers Education for Employment System	528,906
Northern Kane County Regional Vocational System	316,566
Kankakee Area Regional Vocational Education System	215,164
Valley Education for Employment System	353,260
McHenry County Coop for Employment Education	180,117
Career Education Associates of North Central Illinois	465,252
Eagle Ridge Vocational Delivery System	49,742
Kishwaukee Education Consortium	74,481
Tri-County Vo-Tech Region	31,269
Starved Rock Associates for Voc and Tech Education	180,607
Central Illinois Vocational Education Coop	60,275
Quad-City Vo-Tech Region	333,344
Stephenson Area Vocational Technical Education System	56,769
Whiteside Regional Vocational System	176,297
West Central Regional System	149,497
Two Rivers Vocational Education System	91,029
Fulton Area Vocational System	66,499

(continued)

(continued)

Title I, Part C
Fiscal Year 2001

Secondary Programs Distribution of Funds

	Planned Expenditures
LaMoine Valley Vocational System	77,141
Delabar Vocational Education System	131,643
Lincolnland Regional Delivery System	75,628
Peoria Ed Region for Employment and Career Training	320,349
Sangamon Area Vocational Education Region	301,138
Tazewell County/Area EFE System	213,368
Champaign/Ford Education for Employment System	244,478
Eastern Illinois Education for Employment System	245,512
McLean/DeWitt Regional Vocational System	178,463
Iroquois Area Regional Delivery System	34,839
Livingston Area Education for Employment	57,957
Heartland Region	245,573
Vermilion Vocational Education Delivery System	178,808
Bond/Fayette/Effingham Voc Ed System	66,250
Illinois Valley Regional Vocational System	62,191
Christian/Montgomery EFE System	97,635
Macoupin County Education for Employment System	61,719
Madison County Regional Vocational Education	449,129
St. Clair County/Belleville Area College System	243,718
East St. Louis System	392,174
Five-County Regional Vocational System	151,348
Clay/Jasper/Richland/North Wayne System	74,840
Marion/Clinton/Washington Counties System	148,777
Twin Rivers Regional Delivery System	61,218
Rend Lake Area Regional Delivery System	99,465
Franklin County Regional Delivery System	79,327
Ohio & Wabash Valley Regional Voc System	179,524
Jackson/Perry Counties Regional Delivery System	143,774
Okaw Regional Vocational System	94,979
Williamson County Regional Vocational System	111,503
TOTAL	**20,108,116**

Title I, Part C
Fiscal Year 2001

Postsecondary Programs Distribution of Funds

	Planned Expenditures
Belleville Area College	622,481
Black Hawk Community College	460,758
Carl Sandburg Community College	211,484
City Colleges of Chicago	3,629,262
College of DuPage	324,620
College of Lake County	241,528
Danville Community College	220,403
Elgin Community College	182,848
Heartland Community College	185,195
Highland Community College	143,649
Illinois Central College	396,445
Illinois Eastern Colleges	316,405
Illinois Valley College	140,598
John A. Logan College	414,988
John Wood Community College	214,301
Joliet Junior College	235,895
Kankakee Community College	170,877
Kaskaskia College	195,054
Kishwaukee Community College	164,070
Lake Land Community College	267,582
Lewis and Clark College	332,835
Lincoln Land Community College	259,132
McHenry County College	108,207
Moraine Valley College	364,523
Morton College	169,938
Oakton Community College	142,711
Parkland College	420,386
Prairie State College	252,795
Rend Lake College	238,242
Richland Community College	183,786
Rock Valley Community College	220,873
Sauk Valley Community College	124,871
Shawnee Community College	208,902
SIU, College of Technical Careers	87,317
South Suburban College	523,663
Southeastern Illinois College	188,012
Spoon River Community College	119,239
Triton College	408,650
Waubonsee Community College	78,867
William Rainey Harper Community College	234,017
TOTAL	**13,405,410**