

# Fall FY 2018 POSTSECONDARY PERKINS ADMINISTRATOR COHORT MEETING

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# AGENDA

- Welcome
- Grant Compliance
  - EDGAR and GATA
  - Reporting
  - Budget Modifications
  - Monitoring
- Perkins Reauthorization
- FY 2017 Accomplishments
- FY 2018 Projects and Goals
- Upcoming Professional Development
- Perkins Learning Community
- Perkins Liaison Groups
- Adjourn

# Grant Compliance

# EDGAR and GATA

*The Perkins Act is required to comply with laws and regulations set forth by the U.S. Department of Education and State of Illinois through the Education Department General Administration Regulations (EDGAR) and the Grant Accountability and Transparency Act (GATA).*

## EDGAR

- federal law
- sets forth guidelines regarding programmatic and fiscal regulations including allowable uses of funds
- 2 C.F.R. Part 200
- some key components: 200.328 (reporting), 200.333 (equipment), 200.474 (travel), 200.414 (indirect cost)
- specifics can be found in the FY2018 Perkins Guidelines and on the EDGAR website

## GATA

- state law
- adopts EDGAR 2 CFR Part 200
- more specific parameters regarding performance and financial reporting
- enforcement of uniform process, applications, reporting, and other documents
- Grant Accountability and Transparency Unit

# Reporting

## Quarterly Reporting (Pursuant to EDGAR 200.328)

- Recipients are required to submit quarterly reports.
- **Reports are due 30 days after the end of each quarter** and should be submitted to [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us)

Quarter	Period	Due Date
1	July 1 – September 30, 2017	October 30, 2017
2	October 1 - December 31, 2017	January 30, 2018
3	January 1 - March 31, 2018	April 30, 2018
4	April 1 - June 30, 2018	July 30, 2018

- The FY2018 reporting template format is different than years past. Completion of the report in the first quarter will be more intensive; however, the reporting template will be:
  - Useful for tracking project progress and completion; and,
  - Helpful when crafting FY2019's Perkins Plan.

# Reporting Examples

## Section I: Performance Improvement Plan reporting

### SECTION I: Performance Improvement Plan Reporting

Refer to your final approved FY2018 Accountability Data Snapshot Worksheet (Form 1) and FY2018 Performance Improvement Plan (Form 2) and complete *provide an update each quarter*. Once an activity has been completed, please mark as completed and provide a comprehensive overview of the activity in the update at the bottom of this form.

Check this box if your institution had no deficient measures and did not submit a PIP.

PIP Activity	Accountability Measure (i.e. 1P1, 2P1, 3P1, 4P1, 5P1, or 5P2)	Performance Goal (FY16 vs. Goal %)	Expected Outcome/Goal	Quarter 1		
				Ongoing	Complete	Update
Develop a mentoring program for single parents. Mentors will share information regarding budgeting, time management, and essential employability skills.	3P1	-3.84%	At least 10 single parents will participate in the program and work closely with the mentors and support services staff to increase fall-to-fall retention.	X		Representatives from Student Support Services and Career Counseling met to develop the program.

# Reporting Examples

the first four columns. Add more rows as necessary. At the end of each quarter, please provide an update on each activity. *You are required to* the 'Final Outcome(s)' column including whether the Expected Outcome was met. At the conclusion of Quarter 4, please complete the two questions

Quarter 2			Quarter 3			Quarter 4	Final Outcome(s)
<i>Ongoing</i>	<i>Complete</i>	<i>Update</i>	<i>Ongoing</i>	<i>Complete</i>	<i>Update</i>	<i>Complete</i>	
X		Mentoring program has been fully developed. Faculty and staff mentors have been identified, as well as single parent mentors. Students who have self-identified as single parents were invited to join program. The first meeting was held on January 12. 6 students were in attendance.	X		The first meeting was successful in that attendees expressed that the information was helpful. The second meeting was held on April 15. This meeting had 13 attendees. Fliers for the program were put up around campus in restrooms, bulletin boards, on the website, etc.	X	The Expected Outcome was <b>met</b> . The second meeting that was held had 13 attendees. 11 of 13 of these students reported that they learned something useful and applicable to their life. The students reported they especially liked the single parent mentors in the group as they were able to more strongly relate/identify with these students. At the start of the fall semester, institutional data will be used to track the attending students to gain a better insight into retention numbers. Program developers, in coordination with attendees, decided to hold 2 meetings in the fall and 2 in the spring for AY 2018-2019.

# Reporting Examples

## Section II: Plan Narrative reporting

### SECTION II: Program Reporting

Refer to your final approved FY2018 Perkins Plan Program Narrative (Form 3). Input the activities from your Perkins Plan into the 'Activity' column. Identify that by using a 1., 2., 3., etc. and inserting a new row. Complete the corresponding Quarter column. Mark the activity as Ongoing, Complete, or Updates. When the activity is Complete, you are *required* to provide a narrative on the final outcome in the last column.

#### Principle 2: Access, Equity, and Opportunity

Element	Activity	Quarter 1			Outcome
		Ongoing	Complete	Updates	
<b>f. Preparation for employers</b>					
<b>g. Assistance in overcoming barriers</b>	1. Develop a mentoring program for single parents. Mentors will share information regarding budgeting, time management, and essential employability skills.	X			Representatives from Student Support Services and Career Counseling met to develop the program.
	2. A lending library will be established on campus. The library will be exceptionally useful to students who have identified as being economically disadvantaged. Economically disadvantaged students have identified that they have difficulty purchasing expensive textbooks.	X			Project set to begin on October 01, 2017. All parties will meet September 01 to discuss outstanding implementation issues. The lending library will be fully functioning by the beginning of the spring semester.



activity' column. Reporting must include at least one activity for each element and all activities where Perkins funds are being used. *If an element has more than one activity, going or Complete by using an 'x'.* If the activity has not yet been initiated, please detail a timeline unless previously noted in the activity description. If an activity is Ongoing, you last column.

Quarter 2			Quarter 3			Quarter 4	Final Outcome(s): In addition to providing final comments, please: (1) identify if the Expected Outcome was met; (2) provide an action plan for if the Expected Outcome was not met; and (3) if this will be a repeat activity next year and why.
Ongoing	Complete	Updates	Ongoing	Complete	Updates	Complete	
X		Mentoring program has been fully developed. Faculty and staff mentors have been identified, as well as single parent mentors. Students who have self-identified as single parents were invited to join program. The first meeting was held on January 12. 6 students were in attendance.	X		The first meeting was successful in that attendees expressed that the information was helpful. The second meeting was held on April 15. This meeting had 13 attendees. Fliers for the program were put up around campus in restrooms, bulletin boards, on the website, etc.	X	The Expected Outcome was met. The second meeting that was held had 13 attendees. 11 of 13 of these students reported that they learned something useful and applicable to their life. The students reported they especially liked the single parent mentors in the group as they were able to more strongly relate/identify with these students. At the start of the fall semester, institutional data will be used to track the attending students to gain a better insight into retention numbers. Program developers, in coordination with attendees, decided to hold 2 meetings in the fall and 2 in the spring for AY 2018-2019.
X			X			X	The Expected Outcome was met. The lending library opened its doors on December 01. Students were able to borrow books for their spring semester classes. Feedback has been positive from students and faculty alike. This will be a repeat activity next year and for the foreseeable future, as reception of the library has been extremely positive.

# Risk Conditions

Grant recipients were to complete an institutional assessment, the Internal Controls Questionnaire (ICQ), as well as a Perkins-specific programmatic risk assessment. These assessments determine the recipient's risk-level.

- ICQ risk conditions: affect all grants at an institution
- Perkins programmatic assessment: only Perkins

Risk levels are **Low**, **Medium**, or **High**.

- If a college receives a risk level of either **Medium** or **High**, it will be required to complete additional fiscal or programmatic requirements.
- Colleges can have *either* fiscal risks *or* programmatic risks; *both* fiscal and programmatic; or *neither*.

# Risk Conditions FAQ

**Q:** Am I in charge of fulfilling the fiscal risk conditions my college received?

**A: Depends.** There are certain fiscal risk conditions which will more than likely be fulfilled by a different college representative (i.e. Audit; Procurement Standards; Subrecipient Monitoring and Management; Fraud , Waste, and Abuse). However, there are other fiscal conditions which require subrecipients to complete additional reporting.

**Q:** If I have a question about my risk conditions, who should I contact?

**A:** Contact your ICCB CTE liaison and/or your Grants/Business Office.

**Q:** How does my college decrease risk levels/conditions for the next fiscal year?

**A:** Risk conditions are based on many factors. Comply with grant regulations and deadlines, including reporting. Carefully review and answer the questions posed on the risk assessments and work together with the college's business or grants compliance office in completing the assessments. It is often found that the questionnaire is answered incorrectly resulting in heightened risk levels.

# Budget Modifications

# Budget Modifications

- Modifications can be made up to *10%* of the total allocation, unless a major change in scope occurs, without ICCB approval.
- For FY2018, the Budget Modification Form is a part of your Uniform Budget (last spreadsheet).
- This form, along with your newly revised Uniform Budget, should be sent to [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us) for approval.
- ALL modifications must be submitted no later than *May 30, 2018* for approval.

## FY2018 Perkins Budget Modification Request Form

**BUDGET MODIFICATIONS:** Grantees are allowed to make modifications up to ten percent (10%) of their total allocation, less a major change in scope, prior to seeking approval. Modifications that require a major change in scope or are greater than ten percent (10%) of their total allocation require the submission of a budget modification request (2 C.F.R. 200.308). All requests regarding budget modifications should be submitted to: [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us).

<b>Institution:</b>		<b>Date Submitted:</b>	
<b>Budget Expenditure Categories</b>	<b>Original Budget</b>	<b>Budget Modification</b>	<b>Revised Budget</b>
Personnel (Salaries & Wages)	\$ -		\$ -
Fringe Benefits	\$ -		\$ -
Travel	\$ -		\$ -
Equipment	\$ -		\$ -
Supplies	\$ -		\$ -
Contractual Services	\$ -		\$ -
Consultant (Professional Services)	\$ -		\$ -
Training & Education	\$ -		\$ -
Other (Requires Prior Approval)	\$ -		\$ -
<b>Total Direct Costs (Subtotal)</b>	\$ -		\$ -
Indirect Costs/General Administration	\$ -		\$ -
<b>Total</b>	\$ -		\$ -

Reason For Modification (i.e. change in scope, threshold, etc.)	Original Activity Description (Include Principle, Element, Activity, and Amount)	New Activity Description (Include Principle, Element, Activity, and Amount)	Expected Outcomes

“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and that any false, fictitious, or fraudulent information or the omission of any material fact, could result in the immediate termination of my grant award(s).

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Name of Official

\_\_\_\_\_  
 Title

\_\_\_\_\_  
 Date

# Payment Requests

- Federal funds must be requested using the Request for Payment form provided by the Board. Vouchers will be processed upon submission of the Grantee's Request for Payment form.
- There is no limit to the number of payment requests that can be submitted during the fiscal year.
- Final payment requests are due to the ICCB by **August 1**.
- Payment requests and questions should be submitted to Patrick Walwer, 217.785.0089, [patrick.c.walwer@illinois.gov](mailto:patrick.c.walwer@illinois.gov).



# Postsecondary Perkins Monitoring

# Monitoring

## ☐ Fiscal – Five year cycle

- Confirms providers are expending funds according to the grant guidelines
- Questions: Kris Pickford, [kris.pickford@illinois.gov](mailto:kris.pickford@illinois.gov)

## ☐ Programmatic – Two year cycle

- Reviews compliance with the Perkins law for the previous fiscal year
- Examines the progress, completion, and outcomes of program activities and services
- Technical assistance is provided for the current fiscal year
- During off years, targeted technical assistance and follow up is provided to each college

# Monitoring: Timeline and Process

- 1) Colleges are notified and monitoring is set at least **one month** prior.
- 2) A self-assessment is completed and submitted to ICCB **two weeks** prior to the visit.
- 3) A documentation request (based on the self-assessment, the Perkins plan being reviewed, and other reports) is sent to the Perkins Administrator.
- 4) Documentation is made available during the on-site review or submitted previously.
- 5) On-site visit/desk audit review occurs.
- 6) A letter of findings (LOF) is issued by the ICCB within **30-45** calendar days of the visit.
- 7) The college has **30** calendar days from the receipt of the LOF to refute or clarify any findings. If no correspondence is made, the LOF becomes final.

# FY 2018 Programmatic Monitoring Schedule

Black Hawk  
College of DuPage  
Daley- CCC  
Harold Washington- CCC  
Harper  
Illinois Central  
Illinois Eastern Community Colleges  
John A. Logan  
Kaskaskia  
Kennedy King- CCC  
Lake Land  
Lewis and Clark  
Lincoln Land  
Morton  
Parkland  
Prairie State  
Rend Lake  
Rock Valley  
South Suburban  
Southeastern  
SWIC  
Triton  
Wilbur Wright- CCC

## Direct questions to your ICCB CTE liaison:

Natasha Allan  
217-785-0139  
[natasha.allan@illinois.gov](mailto:natasha.allan@illinois.gov)

Melissa Andrews  
217-785-0068  
[melissa.andrews@illinois.gov](mailto:melissa.andrews@illinois.gov)

Brittany Boston  
217-558-4635  
[brittany.boston@illinois.gov](mailto:brittany.boston@illinois.gov)

# Perkins Reauthorization

# Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (H.R. 2353)

- Introduced by Rep. Raja Krishnamoorthi (D-IL8) and Rep. Glenn Thompson (R-PA)
- Closely resembles the Perkins Reauthorization bill passed by the House in September 2016 (H.R. 5587)
  - Committee mark-up in May 2017
  - Passed the House unanimously in June 2017
- Alignment with WIOA and ESSA, specifically around career pathways
- Amendments (although withdrawn) and the bill reflect an increased interest in supporting state corrections, including juvenile justice centers, and ex-offenders.
- Maintains Program of Study requirement but modifies definition to align with career pathways and other existing initiatives (employability skills, labor market alignment, etc.)
- Adds homeless individuals and youth with parents on active duty in the armed forces to the special populations definition.
- Local application will require recipients to describe and conduct a comprehensive needs assessment.

# Celebrating the Past and Aiming for the Future

# FY 2017 Accomplishments

- Full budget passed for fiscal years 2017 and 2018
- Drafted and approved the Workforce Education Strategic Plan
- Prioritized CTE promotion and awareness through monthly spotlights and CTE Month activities.
- Supported dual credit expansion, special populations services enhancement, career pathway development, and equity/ outcome-guided process improvements (PTR)
  - [See project descriptions and outcomes here.](#)



# FY 2018 Projects and Goals

## FY2018 Board Goals (approved 9.15.17)

1. Smooth the transition for all students into and through postsecondary education.
2. Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills gap through talent pipeline management.
3. Engage with all stakeholders to align board policies to improve student outcomes and increased access to public information on system effectiveness.

# Leadership Grant Recipients

## Dual Credit Enhancement

McHenry County  
John Wood  
Spoon River  
Lewis & Clark  
Illinois Central  
Heartland  
Frontier (IECC)  
Kishwaukee  
Rend Lake  
Elgin  
Oakton  
Shawnee

## Special Populations Support

Morton  
Joliet  
Heartland  
Kishwaukee  
Shawnee  
Illinois Valley  
College of DuPage  
Frontier (IECC)  
McHenry County  
John Wood  
Rend Lake

## Pathways to Results: Year 1

Black Hawk  
Illinois Central  
Heartland  
Harold Washington  
Sauk Valley

## Pathways to Results: Year 2

Rend Lake  
Rock Valley  
Illinois Eastern Community Colleges  
Prairie State

# Office of Community College Research and Leadership

- **Program Review Evaluation**
- **Pathways to Results Facilitation**
  - Year 1: Inquiry and Planning
  - Year 2: Implementation Communities
- **Equity in CTE:** Scan to identify community college CTE programs that have made noticeable gains for students traditionally underrepresented or underserved in terms of program recruitment, retention, completion, and assisting students in securing gainful employment. What key structures and practices are culturally responsive and effective in supporting students who are traditionally underrepresented or underserved?
- **Finalizing the Apprenticeship Scan**

# Supporting the Postsecondary and Workforce Readiness Act (PWR)

- The Postsecondary and Workforce Readiness Act outlines four major areas:
  - PaCE Framework
  - Competency-Based High School Pilot
  - College and Career Pathway Endorsement Areas
  - Transitional Courses (required: math)

## What affects CTE?

- College and Career Pathway Endorsement Areas
  1. Agriculture, Food, & Natural Resources
  2. Arts & Communication
  3. Finance and Business Services
  4. Human and Public Services
  5. Health Sciences and Technology
  6. Information Technology
  7. Manufacturing, Engineering, Technology, and Trades
  8. Multidisciplinary
- Technical Math transitional course and related projects

# Apprenticeships

- ICCB, among a few community colleges, are represented on the IWIB Apprenticeship Committee as well as the Governor's Office Children's Cabinet.
  - Streamlining definitions
  - Supporting Registered Apprenticeships and pre-apprenticeships through the USDOL ApprenticeshipUSA Grant
  - Creating a marketing strategy and campaign

# Other Projects

- CTE Annual Report
- Faculty Advisory Committee
- Data initiatives
- website

# Illinois Center for Specialized Professional Support

- Advisory Committee Handbook
- CTE Learning Community
- Career Pathway compendium and survey
- Perkins Administrator Cohort
- Illinois Professional Development Network
- Special Populations Academy
- Forum for Excellence
- Illinois Transitions Academy
- Illinois Civil Rights Review Support

# Upcoming Professional Development

EVENT	DATE / LOCATION
Forum for Excellence	September 19 & 20, 2017
GATA Webinars	<p><u>Webinar: GATA Fall Training FY18 – Part 1</u>            September 26, 2017 1:00 – 4:30 pm            September 28, 2017 8:30 am – noon            October 4, 2017 1:00 – 4:30 pm</p> <p><u>Webinar: GATA Fall Training FY18 – Part 2</u>            September 27, 2017 8:30 am – noon            October 3, 2017 1:00 – 4:30 pm            October 5, 2017 8:30 am – noon</p>
Association for Career and Technical Education	Best Practices & Innovations Conference September 27-29, 2017 (Albuquerque, New Mexico)
WIOA Summit	October 24-25, 2017 (Springfield, IL)
National Career Pathway Network Conference	October 26 – 27, 2017 (St. Louis, MO)



# Upcoming Professional Development

EVENT	DATE / LOCATION
Non-traditional Recruitment & Retention Strategies Webinars	October 30/November 6, 2017
Special Populations Academy Launch	November 2, 2017
An In-depth Look at the Civil Rights Review Process	November 30, 2017
Permissible Uses of Funds Webinar – Reinvigorating your Plan	December 6, 2017

# Liaison Groups

- Complete Survey: How can we assist you?
- Discuss Technical Assistance and Monitoring
- Other Issues

# Questions?

Illinois Community College Board

Whitney Thompson  
[whitney.thompson@illinois.gov](mailto:whitney.thompson@illinois.gov)  
(217)558.0318

Melissa Andrews  
[melissa.andrews@illinois.gov](mailto:melissa.andrews@illinois.gov)  
(217)785.0068

Illinois Center for Specialized Professional Support  
Aime'e Julian, Ph.D.  
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(309)438.5122

Natasha Allan  
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(217)785.0139

Brittany Boston  
[brittany.boston@illinois.gov](mailto:brittany.boston@illinois.gov)  
(217)558.4635

## Additional resources:

- [Postsecondary Perkins Grant Manual](#)
- [ICCB CTE website](#)