

FY 2018  
POSTSECONDARY PERKINS  
GUIDELINES MEETING

# AGENDA

- Welcome and Introductions
- Overview of the FY18 Guidelines and Forms
- Submissions, Requests and Reporting
- Postsecondary Perkins Monitoring
- WIOA
- Professional Development Network
- Questions
- Liaison Groups

# FY 2018 GUIDELINES AND FORMS

# Forms

- ❖ Annual Plan Cover Page
- ❖ Form 1- Accountability Data Snapshot Worksheet
- ❖ Form 2- Performance Improvement Plan
- ❖ Form 3- Program Narrative Worksheet
- ❖ Form 4- Programs of Study Inventory
- ❖ Uniform Budget

# Annual Plan Cover Page

- ❑ Basic Contact Information (name, title, phone number, email)
  - Primary Perkins contact- Perkins lead contact; responsible for all communications and reporting to the ICCB
  - Secondary Perkins contact(s)- Any person(s) that has/have responsibilities concerning the grant development or process
  - Fiscal Contact
  
- ❑ Number of students served
  - Total number served through Perkins dollars in FY 17.
  - Estimated and duplicated counts are acceptable.
  
- ❑ Allocations
  - For now, develop your FY18 plan using your allocation amounts from FY17.

**NOTE:** If there any changes to the Perkins contacts during the fiscal year, notify [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us).

# Annual Plan Cover Page

ILLINOIS COMMUNITY COLLEGE BOARD FY 2018 Postsecondary Career and Technical Education Plan ANNUAL PLAN COVER PAGE			
<b>COMMUNITY COLLEGE:</b>			
NUMBER OF STUDENTS SERVED IN FY 2017			
FY 2018 ESTIMATED ALLOCATION			
PRIMARY PERKINS CONTACT			
<i>*This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.</i>			
NAME			
TITLE			
TELEPHONE		EMAIL	
SECONDARY PERKINS CONTACT			
<i>*Secondary Perkins Contact(s) are any persons that oversee or have multiple responsibilities related to the grant development and/or process. Can be the same contact as above. Please add spaces for additional persons.</i>			
NAME			
TITLE			
TELEPHONE		EMAIL	
FISCAL CONTACT			
NAME			
TITLE			
TELEPHONE		EMAIL	

# Accountability

- ❑ Plans should be responsive to gaps in student success.
- ❑ Colleges should:
  1. Examine the performance of ALL sub groups
  2. Look for those groups whose Actual Level of Performance (ALP) is below:
    - The State Goal
    - Your College's ALP
  3. Develop activities to increase student performance of the subpopulations identified. (These activities can be incorporated into the Performance Improvement Plan.)

# FORM 1

## Accountability Data Snapshot Worksheet

To complete FORM 1:

- Review local college data using PODS (Overview of College Results table).
- Identify the Accountability Measures that did not meet or exceed the State Goal.



# FORM 1

## Accountability Data Snapshot Worksheet

**FORM 1**

*FY 2018 Postsecondary Career and Technical Education Plan*  
ILLINOIS COMMUNITY COLLEGE BOARD

### ACCOUNTABILITY DATA SNAPSHOT WORKSHEET

**COMMUNITY COLLEGE:**

Select College

Use *Overview of College Results* tables to complete *Actual Performance* columns below (i.e. Column CR, Column DD, Column DP). To access these tables as well as the Perkins Online Data System (PODS) click on the links below.







[PODS Main Site](#)

[Overview of College Results Tables](#)

ACCOUNTABILITY MEASURES	ACTUAL PERFORMANCE					RESULTS
	FY16 STATE GOALS	Column CR FY14	Column DD FY15	Column DP FY16	3 Year Average	FY16 vs. GOAL
1P1: Technical Skill Attainment	75.40%				#DIV/0!	-75.40%
2P1: Credential, Certificate, or Degree	60.20%				#DIV/0!	-60.20%
3P1: Student Retention or Transfer	45.51%				#DIV/0!	-45.51%
4P1: Student Placement (FY14/15 only)	67.40%				#DIV/0!	-67.40%
5P1: Nontraditional Participation	19.10%				#DIV/0!	-19.10%
5P2: Nontraditional Completers	14.75%				#DIV/0!	-14.75%

\*All negative results in the "FY16 vs goal" column must be addressed within Form 2

# Postsecondary Perkins State Goals

Indicators	FY 2017 State Goals	FY 2018 State Goals
1P1: Technical Skill Attainment	75.25% 	75.40%
2P1: Credential, Certificate, or Degree	60.00% 	60.20%
3P1: Student Retention or Transfer	45.30% 	45.51%
4P1: Student Placement (FY 14/15 only)	67.35% 	67.40%
5P1: Nontraditional Participation	19.70% 	19.10%
5P2: Nontraditional Completers	15.00% 	14.75%

# FORM 2

## Performance Improvement Plan (PIP)

You must submit a PIP if any accountability measure falls below the State Goal.

The following information is required:

- **DEFICIENT MEASURES** -- Address ALL deficient accountability measures.
- **ACTIVITIES**-- Include a minimum of one improvement activity for each deficient measure. (Additional rows may be added to the table.)
  - Target demographics and special populations that are negatively impacted overall performance in a given area.
  - Identify the subpopulation(s) you will be targeting for each deficient measure. This information can be drawn from completing *PODS Worksheet Part 2*. It is encouraged, but not required, that you also document the quantitative data by noting the actual level of performance of the subpopulation in addition to the numerator and denominator.
- **RESOURCES**-- Specify the amount of Perkins and/or non-Perkins resources that will be expended on the activity.
- **EXPECTED OUTCOME**
  - Include one expected outcome for each measure (not each activity). The outcome should relate to one or more of the proposed activities, and it must be measurable.
  - The Expected Outcome MUST reflect change in the deficient measure.

**NOTE:** PIP activities must be included within the Program Narrative Worksheet (Form 3).

# FORM 2

## Performance Improvement Plan (PIP)

FORM 2

ILLINOIS COMMUNITY COLLEGE BOARD  
 FY 2018 Postsecondary Career and Technical Education Plan

### PERFORMANCE IMPROVEMENT PLAN

After completing the Accountability Data Snapshot Worksheet (Form 1), use the matrix below to describe how the college will increase performance for each indicator that did not meet the state goal. Activities should be measurable, limited in number, and target the particular demographics and special populations that are negatively affecting the performance measures. Identify the special populations you will be targeting for each activity while also noting their actual level of performance in addition to the numerator and denominator.

DEFICIENT MEASURE	ACTIVITIES	PERKINS RESOURCES	EXPECTED OUTCOMES
1			
2			
1			
2			
1			
2			
1			
2			
TOTAL PROPOSED EXPENDITURES		\$	

# Program Narrative

- ❑ Describes the activities that will be executed to support the grant goals.
- ❑ Addresses federally required Uses of Funds.
- ❑ **All elements** within each principle must be addressed.

# FORM 3

## Program Narrative Worksheet

The following information is required:

- ACTIVITIES** – Must address each element.
  - Describe a minimum of one activity to address each element. (Additional rows may be added to the tables.)
  - Include all PIP activities from Form 2.
- RESOURCES** – Specify the amount of Perkins and non-Perkins resources that will be expended on the activity.
- PIP** – Only completed for PIP activities from Form 2.
  - Indicate the specific measure the PIP activity will impact [i.e. 1P1, 2P1, 3P1, 4P1, 5P1 or 5P2].
  - **Do not mark with an X or ✓.**
- EXPECTED OUTCOME** (SEE NEXT SLIDE FOR FURTHER DETAIL)
  - One expected outcome is required for each element (not each activity).
  - The expected outcome must relate to one or more of the proposed activities.
  - The expected outcome must be measurable.

# Expected Outcomes

An expected outcome should be the result of the activity(s) described for each element.

*Questions to consider when writing outcomes:*

- S Is the outcome **specific**?
- M Is the outcome **measurable**?
- A Is the outcome realistic **and achievable**?
- R Does the outcome reflect the same specified population as the activity? Does it **relate** to and clearly impact the element?
- T Is the outcome **timely**? Does it describe when you plan to reach this goal?

# Expected Outcomes

## *Methods of Measurement*

- Enrollment data
- Attendance sheets
- Agendas
- Sign-in sheets
- Articulation agreements
- Evaluations
- Meeting minutes



# FORM 3

## Program Narrative Worksheet

### PROGRAM NARRATIVE WORKSHEET

#### PRINCIPLE 1: LEADERSHIP, ORGANIZATION, AND SUPPORT

Describe planned activities that focus on engaging the following partners in the development, implementation and evaluation of CTE programs:

ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
a. Program advisory committees	1				
	2				
b. Faculty	1				
	2				
c. Counselors (career or academic)	1				
	2				
d. Local employers	1				
	2				
e. High Schools / Education for Employment Regions	1				
	2				
f. Adult education providers	1				
	2				
g. Other partners (four-year universities, community based organizations, etc.)	1				
	2				
h. WIOA regional planning and local MOU partners	1				
	2				
i. Describe planned activities for disseminating information about CTE programs to stakeholders.	1				
	2				
<b>TOTAL PROPOSED EXPENDITURES</b>		<b>\$</b>	<b>\$</b>		

# Programs of Study

- ❑ Programs of Study (POS) must meet the State's minimum expectations, as well as the Federal programs of study requirements [section 122 (c)(1)(A)].
  - Incorporate secondary and postsecondary education elements
  - Contain rigorous academic and CTE content
  - Include a coordinated, non-duplicative progressions of courses that align secondary education with postsecondary education
  - May include the opportunity for student to participate in dual credit
  - Lead to an industry recognized credential

## ❑ Illinois Programs of Study Expectations Tool

- Intended to guide a partnership TEAM
- Helps partners ensure they are meeting federal and state requirements

# FORM 4

## Programs of Study Inventory

- Utilize the POS Expectations Tool
- Identify which POS the college will focus on during FY 2018.
  - Indicate whether or not the POS meets the minimum expectations and quality standards as described in the expectations tool.
  - Describe why you chose to focus on the Program of Study including the objectives and expected outcomes.
- List all other POS that have been developed to date.
  - Indicate whether or not the POS meets the minimum expectations and quality standards as described in the expectations tool.
  - Provide an update on the progress and future of each POS. If a previously developed POS no longer meets the expectations and quality standards, identify the areas of improvement.

# FORM 4

## Programs of Study Inventory

ILLINOIS COMMUNITY COLLEGE BOARD  
 FY 2018 Postsecondary Career and Technical Education Plan

PROGRAMS OF STUDY (POS) INVENTORY			
PROGRAM OF STUDY TITLE FY 2018 FOCUS	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	OBJECTIVES <i>Provide a brief explanation for why this POS was selected as the focus, include main objectives and intended outcomes. (Reasoning should also be provided for any POS that does not meet the minimum expectations and/or quality standards.)</i>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
PROGRAM OF STUDY TITLE <i>List all POS developed to date</i>	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	UPDATE 1) <i>Provide an update on the progress related to each POS.</i> 2) <i>For any POS that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement.</i>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

(Add additional rows as necessary.)

# Uniform Budget

- ❑ Contains 10 Expenditure Account Categories
  - Personnel (200.430)
  - Fringe Benefits (200.431)
  - Travel (200.474)
  - Equipment (200.33/ 200.439)
  - Supplies (200.94)
  - Contractual Services (200.318)
  - Consultant/Professional Services (200.459) ←
  - Training and Education (200.472) ←
  - Other
  - General Administration – may not exceed 5% of the total Federal allocation per Perkins Section 135(d).
- ❑ Cross check the budget with the Program Narrative Worksheet (Form 3).
  - All Perkins funded activities should be briefly described in the budget.

# Submissions, Requests, and Reporting

# Annual Plan Submission Process

## ☐ **May 19- Extension Request Due**

- Requests will be considered on a case-by-case basis
- The request must include: *Reason for extension* and the *amount of additional time needed to complete the plan (no extensions past June 7)*
- Submit to [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us)

## ☐ **May 31- Plan Due**

- Plan must be submitted by *5:00 p.m.*
- Submit Cover Page, Forms 1-4, and the Uniform Budget to [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us) with the subject line- “COLLEGE NAME, FY18 Perkins Annual Plan”

## ☐ **July 1- ICCB will be in contact to:**

- Approve the plan; or
- Request more specific information, clarification, and/or supporting data

# Budget Modifications

## ☐ Prior ICCB Approval Required

- If a project needs to make major adjustments
- If the modification is greater than 10 % of the **total allocation**.
- Complete Budget Modification Worksheet as part of your Uniform Budget.
- Modify the line item worksheets, as appropriate.
- Do NOT modify Section A (Original Budget Proposal).
- Name Document “COLLEGE NAME Revised Budget (revision number) DATE Submitted
  - Example: BTM College Revised Budget 1 3.23.18

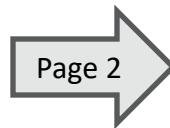


# Budget Modification Request Form

## 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.

Institution:		Date Submitted:	
Budget Expenditure Categories	Original Budget	Budget Modification	Revised Budget
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
<p>"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).</p>			
Signature _____			
Name of Official _____			
Title _____			
Date _____			

# Reporting Requirements

## ☐ Quarterly Reporting (Pursuant to EDGAR guidelines)

- Recipients are required to submit quarterly reports
- Report template will be released at a later date
- **Reports 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

## ☐ Final Reporting- Due by July 30, 2018

- Final Programmatic Narrative Report
  - This report fulfills the 4<sup>th</sup> quarter reporting requirement

# Please Note:

- ❑ Grantees are required to submit a final Fiscal Expenditure Report 90 calendar days following the end of the grant period. (*2 CFR 200.343*)
  - The report will be issued at a later time.
  - The report is due on **September 28, 2018** to Patrick Walwer ([patrick.c.walwer@illinois.gov](mailto:patrick.c.walwer@illinois.gov)).
  
- ❑ Requests for reimbursement:
  - Excel forms have been created and dispersed to the colleges.
  - Signed forms can be scanned and sent to Patrick Walwer (email above).

# Postsecondary Perkins Monitoring

# Monitoring

## ☐ Fiscal – Five year cycle

- Confirms providers are expending funds according to the grant guidelines

## ☐ 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)

WIOA



# Compliance with WIOA

**The Carl D. Perkins Career and Technical Education Act is a required partner under the newly reauthorized Workforce Innovation and Opportunity Act (WIOA).**

- Various career services (i.e. Academic counseling, career advising, resume writing, interview skills) and other activities implemented through the Perkins Act by the colleges can be available through the one-stop centers.
- Staff and services will be made available on-site or through *direct linkage*. Specific services for each area will be outlined in that area's MOU.
  - A “direct linkage” means providing direct connection at the one-stop center, within a reasonable time, by phone or through a real-time web-based communication to a program staff member who can provide program information or services to the customer. A “direct linkage” cannot exclusively be providing a phone number or computer website or providing information, pamphlets, or materials.
- Postsecondary Perkins will also provide a limited amount of resources to fund the infrastructure cost of the one-stop centers and system.
- As a required partner, various community college CTE administrators will participate in the Memoranda of Understanding (MOU) negotiations as well as negotiations to determine infrastructure and shared system costs.

# Compliance with WIOA

- Infrastructure funding requirements apply only to comprehensive one-stop centers (not affiliates) in each local area for FY2018.
- If colleges use Perkins funds to pay the infrastructure (and shared) costs, these costs must be paid under general administrative funds which are limited at 5% of the total allocation.
- Required partners may meet infrastructure cost obligations through any of the following methods (each method is defined in Appendix Item 1 of the Governor's Guidelines):
  - Cash contributions
  - Locally agreed upon and fairly valued non-cash contributions (must be recognized and accepted by all other partners, have the effect of offsetting a cash contribution, and be valued consistent with 2 CFR Part 200.306 to ensure it meets the contributing partner's proportionate share)
  - Third-party in-kind contributions of space, equipment, technology or other non-personnel costs
- Minimum FTE requirement: currently states .25, but state level team is reconvening on this issue.
- For more information, visit the [WIOA Implementation Portal](#).
- Important Documents:
  - [Governor's Guidelines \(Revision 2- December 2016\)](#)
  - [Supplemental Guidance for PY2017 \(FY2018\)](#)

# WIOA Timeline

## APPENDIX ITEM 2 TO GOVERNOR'S GUIDELINES GENERAL TIMELINE FOR MOU AND INFRASTRUCTURE NEGOTIATIONS

ANNUAL TIMEFRAME	ACTIVITY
JANUARY 1	<ul style="list-style-type: none"> <li>○ Initiation of local negotiations of memoranda of understandings (MOUs) and cost sharing agreements</li> </ul>
APRIL 15 OF EACH YEAR IN WHICH A LOCAL AREA RENEGOTIATES ITS MOU (MINIMUM OF ONCE EVERY 3 YEARS)	<ul style="list-style-type: none"> <li>○ Local MOU negotiations end<sup>1</sup></li> <li>○ Local board chairs and chief elected officials report outcomes from local MOU negotiations to the Governor using the standard form (with copy sent to all required partners) (<i>Appendix Item 10 is a facsimile of the report to be submitted</i>)</li> <li>○ Local boards provide a draft local one-stop delivery system budget with the report of negotiation outcomes (<i>using the standard format illustrated in Appendix Items 8 and 9</i>)</li> </ul>
MAY 1	<ul style="list-style-type: none"> <li>○ For LWIAs not reaching agreement on infrastructure costs, a 30-day remediation period begins</li> </ul>
MAY 31 OF EACH YEAR	<ul style="list-style-type: none"> <li>○ LWIAs at an impasse on infrastructure costs are referred to the Governor's Office</li> </ul>
JUNE 15	<ul style="list-style-type: none"> <li>○ The Governor makes the final determination of each required partner's proportionate share of infrastructure costs under the State infrastructure cost funding mechanism<sup>2</sup></li> </ul>
JULY 1	<ul style="list-style-type: none"> <li>○ A signed MOU must be submitted to an individual designated by the Governor in every year in which an MOU is re-negotiated</li> <li>○ LWIAs unable to reach agreement on MOUs for reasons other than infrastructure costs are referred to the U.S. Secretary of Labor and head of any other relevant Federal agency</li> <li>○ An agreed upon final local service delivery system budget is submitted annually</li> </ul>

# WIOA and the FY 2018 Perkins Plan

Within the Program Narrative (Form 3) you must:

- Detail your collaboration with other partners including the regional planning and local MOU processes in Principle 1, element h.

PRINCIPLE 1: LEADERSHIP, ORGANIZATION, AND SUPPORT				
Describe planned activities that focus on engaging the following partners in the development, implementation and evaluation of CTE programs:				
h. WIOA regional planning and local MOU partners	1			
	2			

- Describe how you will provide career services to one-stop center clients (if applicable). Please list these activities in Principle 2, element d.

PRINCIPLE 2: ACCESS, EQUITY AND OPPORTUNITY				
Describe planned activities that focus on providing students with: strong experience in and understanding of all aspects of industry, work based learning opportunities, and career guidance and academic counseling.				
d. Services offered through the One-stop Center (if applicable)	1			
	2			

If other elements apply, you may detail additional activities throughout the plan.

# Supporting CTE: Resources and Professional Development

# About ICSPS...

The Illinois Center for Specialized Professional Support (ICSPS) creates, supports, and delivers professional development for career and technical education professionals across Illinois. ICSPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners. ICSPS was founded in 1977 at Illinois State University, and is currently housed in the Educational Administration and Foundations department in the College of Education.



Illinois Center for Specialized Professional Support,  
Illinois State University, College of Education

# Upcoming Professional Development

EVENT	DATE / LOCATION
Bridging the Gap Summit	March 28, 2017 Marriott Hotel and Conference Center Normal, IL
Perkins Online Data System (PODS) Webinar	April 18, 2017 Webinar 10:00 AM
Perkins Data Accountability Workshop	April 20, 2017 Sangamon Hall Lincoln Land Community College
Perkins Online Data System (PODS) Webinar	April 25, 2017 Webinar 10:00 AM



# More Upcoming Professional Development...

EVENT	DATE / LOCATION
Dual Credit Update Webinar	May 9, 2017
Special Populations Summit	May 23, 2017 ISU Alumni Center Normal, IL
Early School Leaver presents 30 Ways to Shine	June 8, 2017 Hyatt Place Normal, IL



Illinois Center for Specialized Professional Support,  
Illinois State University, College of Education



# Upcoming ICAPS Webinar Series...

Topic	DATE / TIME	
Tips for Successful Development and Delivery of an ICAPS Support Course	April 13, 2017	10:00 AM
Building Capacity of Existing ICAPS Programs	April 20, 2017	10:00 AM
Effective Strategies for Team Teachers	May 3, 2017	10:00 AM



**ICAPS**  
*An Accelerating Opportunity Initiative*  
Accelerate Illinois – Skills. Jobs. Economic Opportunity.

# FY 18 Professional Development



# CTE Mentoring Program

- Assign Mentors and Mentees based on the Survey Results
- Create the Illinois CTE Professional Learning Community
- Meeting monthly beginning in April with all Mentees and Mentors on Go To meetings



# Thank you!

The logo for icsps, consisting of the lowercase letters 'i', 'c', 's', 'p', and 's' in a blue, sans-serif font. The 'i' is smaller and positioned to the left of the 'c'. The 'c', 's', 'p', and 's' are larger and follow each other in sequence.

Aime'e LaFollette Julian, PhD, Director  
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# Questions?

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(217)558.4635

## Additional resources:

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