



**Fiscal Year 2019**

Illinois Postsecondary Perkins  
Plan Guidelines

*Carl D. Perkins  
Career and Technical Education  
Improvement Act of 2006*

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**ANNUAL PLAN DUE DATE: MAY 31, 2018**

**SUBMIT ANNUAL PLAN TO: [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us)**

# TABLE OF CONTENTS

INTRODUCTION	<b>2</b>
ANNUAL PLAN COMPLETION PROCESS	<b>3</b>
SECTION 1: ANNUAL PLAN COVER PAGE	<b>4</b>
SECTION 2: ACCOUNTABILITY	
DATA SNAPSHOT WORKSHEET	<b>5</b>
PERFORMANCE IMPROVEMENT PLAN (PIP)	
SECTION 3: PROGRAM NARRATIVE	<b>6</b>
PERKINS NARRATIVE WORKSHEET TERMS	<b>7</b>
SECTION 4: PROGRAMS OF STUDY	<b>8</b>
SECTION 5: BUDGET	<b>10</b>
TERMS AND DEFINITIONS	<b>11</b>
BUDGET MODIFICATIONS	<b>12</b>
SECTION 6: REPORTING REQUIREMENTS	<b>13</b>
SECTION 7: MONITORING	<b>14</b>
SECTION 8: WIOA REQUIREMENTS FOR PERKINS	<b>15</b>
APPENDICES	
A. ICCB CTE STAFF CONTACT INFORMATION	
B. IMPORTANT DOCUMENTS AND LINKS	<b>16</b>
C. SUMMARY OF PERKINS IV FEDERAL USES OF FUNDS	

## INTRODUCTION

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) is the most important piece of legislation affecting career and technical education (CTE) in Illinois—ensuring CTE programs are of high quality, align with academic and labor market demands, and provide opportunities for all students, especially those who are underserved. Perkins IV focuses state and local efforts on continuously improving programs to facilitate the academic achievement of CTE students by:

- ✓ Strengthening the connections between secondary and postsecondary education;
- ✓ Restructuring the way stakeholders - high schools, community colleges, universities, business and parents - work together;
- ✓ Increasing state and local accountability standards.

In Fiscal Year 2015, the Perkins Guidelines were reorganized around the six Guiding Principles for the development of a Program of Study through Perkins IV. These guiding principles reflect the broader goals of Perkins IV and the commitment of the Illinois Community College Board (ICCB) to position postsecondary Perkins as the leader in the implementation of programs of study and career pathway programs across the state.

As importantly, these planning guidelines provide an opportunity for Illinois community colleges to address the goals of Perkins, meet the nine required uses of funds, and to address any of the permissible uses of funds listed in Perkins legislation.

## ANNUAL PLAN COMPLETION PROCESS

<b>Technical Assistance Meeting</b>	Technical Assistance for FY2019 Postsecondary Perkins Grant Plans will be conducted on February 27, 2018 in Springfield, IL. For more information and to register: <a href="http://icsps.illinoisstate.edu/2018/01/perkins-administrator-cohort-meeting-2/">http://icsps.illinoisstate.edu/2018/01/perkins-administrator-cohort-meeting-2/</a>
<b>ICQ and Programmatic Risk Assessment</b>	The Internal Control Questionnaire and the Programmatic Risk Assessment will be made available in late spring. These will need to be completed by June 30, 2018.
<b>Plan Due Date</b>	<b>May 31, 2018 – 5:00 p.m.</b>
<b>Submission Method</b>	All Annual Plan documents (Cover Page, Data Snapshot, Performance Improvement Plan, Plan Narrative, Programs of Study Inventory, and the Uniform Budget complete with signature) must be submitted via e-mail to <a href="mailto:cte@iccb.state.il.us">cte@iccb.state.il.us</a> with the subject line, “COLLEGE NAME, FY19 Perkins Annual Plan.”
<b>Submission Questions</b>	Please issue all questions to either your ICCB Perkins liaison or to <a href="mailto:cte@iccb.state.il.us">cte@iccb.state.il.us</a> .
<b>Extension Requests</b>	Extension Requests will be considered on a case-by-case basis. To be considered for an extension, a written request should be emailed to <a href="mailto:cte@iccb.state.il.us">cte@iccb.state.il.us</a> on or before May 24, 2018. Granted extensions will not exceed seven days from May 31 <sup>st</sup> . Annual plans received after the deadline, without an approved extension, will not be guaranteed approval by July 1, 2018.
<b>Verification of Submission</b>	A confirmation email will be sent to the Perkins contact upon receipt of the annual plan.
<b>Review Process</b>	The plans will be reviewed by a team of ICCB staff. After the review, ICCB staff will then contact the college to: <ol style="list-style-type: none"> <li>1. request more specific information, clarification and/or supporting data; or</li> <li>2. confirm that the proposal has been approved as submitted.</li> </ol>
<b>Approval</b>	Upon approval, the ICCB will issue a Notice of State Award and a final Grant Agreement to the college that details specific award information and includes all required assurances and certifications. This agreement must be signed by the college president or authorized signatory and returned to the ICCB in order to activate the grant.
<b>Expenditures</b>	Expenditures may not begin until the college receives approval.

## SECTION 1: ANNUAL PLAN COVER PAGE

### ANNUAL PLAN COVER PAGE

The Annual Plan Cover Page will be used as the first page of the annual plan submission and includes the following information:

- Community college name
- Number of students served in FY 2018 (see explanation below)
- Estimated FY 2019 allocation (if available at the time of submission)
- Contact information, including name, title, phone and e-mail, for:
  - **Primary Perkins contact** - This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.
  - **Secondary Perkins contact(s)** - Any person(s) that oversee(s) or have multiple responsibilities related to the grant development and/or process.
  - **Fiscal contact**

### NUMBER OF STUDENTS SERVED

Provide the total number of students served through Perkins dollars in FY 2018. Estimated and duplicated counts will be acceptable. The total number of students could derive from the following sources:

- Students receiving support services such as:
  - Tutoring
  - Mentoring
  - Transportation
  - Books/supplies assistance
  - Disability Services
- Students impacted by:
  - The purchase of equipment or instructional materials
  - Faculty or staff receiving professional development related to instruction
  - Contact time with supplemental instruction or aides
- Other – additional data collected to track students served through Perkins funding collected by the community college.

## SECTION 2: ACCOUNTABILITY

### FORM 1 - ACCOUNTABILITY DATA SNAPSHOT WORKSHEET

### FORM 2 - PERFORMANCE IMPROVEMENT PLAN (PIP)

The Accountability Data Snapshot Worksheet helps colleges prepare a Perkins Annual Plan which is responsive to gaps in student success as measured by Perkins Accountability Measures. In order to prepare the Accountability Data Snapshot Worksheet (Form 1), colleges must access data from the Perkins Online Data System (PODS), specifically the [Overview of College Results](#) table. PODS is a resource to promote program improvement and advance dialogue about strengthening performance. All colleges have the ability to view their own data, information from other institutions, and statewide figures. Utilizing this data to complete Form 1 is essential in the development of the annual plan and enables colleges to identify whether or not they met the State Goal for each Perkins Accountability Measure.

If any Perkins Accountability Measure falls below the State Goal, the college must develop and submit a Performance Improvement Plan (Form 2). Colleges should collaborate with colleagues to review the PODS data, identify special populations (as defined by Perkins) and other student subgroups that are negatively impacting overall performance, and develop targeted activities to assist students in overcoming barriers to success.

### ACTION STEPS

1. Review the [Overview of College Results](#) table.
2. Complete the Accountability Data Snapshot Worksheet (Form 1).

### If any measure falls below the corresponding State Goal, the college must:

1. Complete a Performance Improvement Plan (Form 2). **NOTE:** The PIP should target special populations and other student subgroups that are negatively impacting overall performance.
  - a. Describe a minimum of one activity that will support improvement efforts for each deficient measure. Activities should be measurable, limited in number and target particular special populations that are negatively affecting performance.
  - b. Provide the dollar amount of Perkins resources to be used on the activity.
  - c. Provide the estimated dollar amount, if applicable, of non-Perkins resources to be used on the activity.
  - d. Expected outcome(s) – One expected outcome is required for each deficient measure (not each activity). The outcome must be measurable and relate to one or more of the proposed activities.

## SECTION 3: PROGRAM NARRATIVE

### FORM 3 - PROGRAM NARRATIVE WORKSHEET

Postsecondary Perkins sub-recipients will utilize the Program Narrative Worksheet (Form 3) to describe the activities that will be undertaken to support the grant goals. The narrative matrix is designed around the required and permissible uses of funds detailed in the Perkins IV legislation, as well as the [Guiding Principles](#) for the implementation and evaluation of Programs of Study.

#### ACTION STEPS

Each of the Six Principles contains several elements, all of which must be addressed on Form 3.

1. Describe a minimum of one (1) activity to address each element. (Additional rows may be added to the tables.)
2. Provide the dollar amount of Perkins resources to be used on the activity.
3. Provide the estimated dollar amount, if applicable, of non-Perkins resources to be used on the activity.
4. PIP – This column denotes which activities are detailed in the Performance Improvement Plan (Form 2) and should only to be completed for such activities. Colleges must indicate the specific measure the activity will impact (i.e. 1P1, 2P1, 3P1, 4P1, 5P1 or 5P2). (Do not mark with an “X”.)
5. Describe the expected outcome.
  - a. One expected outcome is required for each element (not each activity).
  - b. The expected outcome must relate to at least one of the proposed activities.
  - c. The expected outcome must be measurable. (For guidance on expected outcomes, see the [Expected Outcomes Sheet](#) located at the bottom of the linked webpage.)

#### PIP RELATED ACTIVITIES

All PIP activities listed on Form 2, along with their proposed Perkins expenditures, must be included on Form 3.

## PERKINS NARRATIVE WORKSHEET TERMS

The following table provides definitions for the terms used in the Program Narrative Worksheet.

TERMS	DEFINITIONS
ELEMENTS	Areas in which community colleges must dedicate funding to support activities in order to address the federally required and permissible uses of funds and elements as agreed to in the state plan.
ACTIVITY	Action that is planned and coordinated using postsecondary Perkins or other funds to address the program element.
PERKINS RESOURCES	The amount of Perkins resources that will support a specific activity on the Program Narrative Worksheet.
NON-PERKINS RESOURCES	The amount of non-Perkins resources that will support a specific activity on the Program Narrative Worksheet.
EXPECTED OUTCOMES	Specific, long-term/short-term measurable results that address the direct and indirect effects of an element. Expected outcomes must: <ol style="list-style-type: none"><li>1. Be directly influenced or caused to happen by the activity;</li><li>2. Reflect results, not processes;</li><li>3. Be written as change statements (indicating whether things will increase, decrease or stay the same);</li><li>4. Describe what will be different for the students, teachers, business partners, college, school, etc.; and</li><li>5. Be realistic and achievable.</li></ol>



## SECTION 4: PROGRAMS OF STUDY

### FORM 4 - PROGRAMS OF STUDY INVENTORY

Perkins IV calls for the creation of secondary-to-postsecondary sequences of academic and career and technical (CTE) coursework that helps students attain a postsecondary degree or industry-recognized certificate or credential. As part of the Postsecondary Perkins Annual Plan submission, community colleges must submit a Programs of Study Inventory (Form 4) utilizing the [Illinois Programs of Study Expectations Tool](#) to ensure programs of study (POS) meet the State's minimum expectations, as well as the Federal programs of study requirements listed on page 8.

#### ACTION STEPS

Complete Form 4:

1. Identify which Program of Study (POS) the college will focus on during FY 2019. It is acceptable to focus on a POS that is in the development stage.
  - a. Indicate whether or not the POS meets the minimum expectations as described in the expectations tool.
  - b. Indicate whether or not the POS meets the minimum quality standards as described in the expectations tool.
  - c. Provide an explanation for why this particular POS was selected as the focus. Additionally, describe the main objectives and intended outcomes for the planned activities, and provide reasoning for any POS that does not meet the minimum expectations and/or quality standards.  
**NOTE:** Programs of Study in the development phase will not meet the minimum expectations or quality standards.
2. List all Programs of Study that have been developed to date.
  - a. Indicate whether or not the POS meet the minimum expectations as described in the expectations tool.
  - b. Indicate whether or not the POS meet the minimum quality standards as described in the expectations tool.
  - c. Provide an update on the progress related to each POS listed (i.e. partner engagement, dual credit opportunities, program evaluations, etc.).
  - d. For any POS that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement.

## **PERKINS IV FEDERAL PROGRAM OF STUDY REQUIREMENTS**

Federal programs of study requirements are detailed in the Carl D. Perkins Career and Technical Education Act of 2006 (section 122(c)(1)(A), which states that career and technical education programs of study:

- i. Incorporate secondary and postsecondary education elements;
- ii. Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and,
- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

## SECTION 5: BUDGET

### UNIFORM BUDGET SPREADSHEET

Colleges must structure an adequate and effective budget for FY 2019 Perkins funded activities. Perkins sub-recipients are required to complete the State of Illinois Uniform Budget Spreadsheet. The Uniform Budget Spreadsheet contains ten expenditure categories, including general administration. Please see [EDGAR 2 CFR Part 200](#) for more details.

1. Personnel (200.430)
2. Fringe Benefits (200.431)
3. Travel (200.474)
4. Equipment (200.33/ 200.439)
5. Supplies (200.94)
6. Contractual Services (200.318)
7. Consultant/Professional Services (200.459)
8. Training and Education (200.472)
9. Other
10. Indirect Costs/General Administration (limited to 5% of the college's allocation)

### ACTION STEPS

1. After completing the Program Narrative (Form 3), complete the Uniform Budget. Specific directions are detailed in the first tab.
2. All expenditure category totals must equal the totals on Section A: Budget Summary.
3. For Expenditure Categories **Personnel**, **Fringe Benefits**, and **Travel**, the college must provide ample and detailed information as requested. (In previous fiscal years, colleges completed the Salary and Benefits Worksheet.)
4. Since the Program Narrative (Form 3) provides ample detail for each element and activity for the **remaining expenditure categories**, only a brief description of each item is necessary.
5. For each expenditure category entry, cite the Principle, element, and activity that is being fulfilled and where a detailed description can be found.
6. The Uniform Budget will **not be accepted** without the signed certification which is to be completed by the President, Chief Financial Officer, or another authorized signatory.

## BUDGET TERMS AND DEFINITIONS

<b>EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) EXPENDITURE CATEGORIES</b>	
<b>Compensation—Personnel</b> <b>2 CFR 200.430</b>	Compensation for personnel services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.
<b>Compensation—Fringe Benefits</b> <b>2 CFR 200.431</b>	Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.
<b>Travel Costs</b> <b>2 CFR 200.474</b>	Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.
<b>Equipment</b> <b>2 CFR 200.33</b>	Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. <i>Please also see 2 CFR §200.439 Capital Expenditures.</i>
<b>Supplies</b> <b>2 CFR 200.94</b>	All tangible personal property [other than those described in §200.33 Equipment]. Generally, supplies include any materials that are expendable or consumed during the course of the grant.
<b>Contractual Services</b> <b>2 CFR 200.318</b>	All products or services which are procured by contract. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award.
<b>Consultant/ Professional Service Costs</b> <b>2 CFR 200.459</b>	Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity.
<b>Training and Education</b> <b>2 CFR 200.472</b>	The cost of training and education provided for employee development.

<p><b>Indirect Cost/ General Administration</b> <b>2 CFR 200.414</b></p>	<p><u>Indirect costs</u>: those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Indirect costs must be classified within two broad categories: “Facilities” and “Administration.” “Facilities” is defined as depreciation on buildings, equipment and capital improvement, interest on debt associated with certain buildings, equipment and capital improvements, and operations and maintenance expenses. “Administration” is defined as general administration and general expenses such as the director’s office, accounting, personnel and all other types of expenditures.</p> <p><u>General Administration (Perkins Section 136(d))</u>: organized administrative activities that provide assistance and support to CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.</p>
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**BUDGET MODIFICATION PROCESS**

To request a budget modification, colleges must submit the Budget Modification Request Form (last tab of the Uniform Budget Spreadsheet) and the revised budget to your ICCB Perkins liaison or [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us). Budget modification submissions will be accepted for approval until May 30, 2019.

<p><b>2 CFR 200.308</b> 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.</p>
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## SECTION 6: REPORTING REQUIREMENTS

Pursuant to EDGAR guidelines, Postsecondary Perkins grant recipients are required to submit quarterly reports. The format and requirements for these reports will be released at a later date. Quarterly reports will be 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). Extensions for delayed report submissions must be granted previous to the reporting deadline. Extensions will be granted for no longer than ten days past the due date.

FY 2019 QUARTERLY REPORTING SCHEDULE		
REPORT	PERIOD	DUE DATE
Quarter 1	July 1 – September 30, 2018	October 30, 2018
Quarter 2	October 1 – December 31, 2018	January 30, 2019
Quarter 3	January 1– March 31, 2019	April 30, 2019
Quarter 4/Final Report	April 1 – June 30, 2019	July 30, 2019

### FINAL REPORTING

- By July 30, 2019, Postsecondary Perkins grant recipients are required to submit a final report, which fulfills the Quarter 4 reporting requirements.
- *2 CFR 200.343*: Grantees are required to complete a Final Expenditure Close-Out Report 90 calendar days following the end of the grant period. The Report is due on or before **September 30, 2019**.

## **SECTION 7: MONITORING**

Perkins sub-recipients are subject to *fiscal* and *programmatic* monitoring.

### **FISCAL MONITORING**

The objective of the fiscal monitoring process is to confirm that providers are expending funds according to grant guidelines. ICCB staff will conduct a fiscal monitoring visit for each provider depending on assessed risk. For more information regarding fiscal monitoring, contact:

Kris Pickford  
Director for Financial Compliance and Accountability  
(217) 558-4680  
[kris.pickford@illinois.gov](mailto:kris.pickford@illinois.gov).

Jared Ebel  
Associate Director for Financial Compliance and Accountability  
(217) 524-0504  
[jared.ebel@illinois.gov](mailto:jared.ebel@illinois.gov)

### **PROGRAMMATIC MONITORING**

The intent of Perkins programmatic monitoring is to directly review compliance with the Carl D. Perkins Act of 2006, as well as observe evidence of progress on program activities and services. On-site monitoring will be based on a two-year cycle. Each fiscal year, 24 colleges will receive on-site monitoring visits. Colleges may be monitored more frequently and may be required to complete other compliance activities based on assessed risk. In addition to monitoring, the ICCB provides direct and ongoing technical assistance to Postsecondary Perkins sub-recipients across the state. Colleges that are not scheduled for on-site monitoring will receive informal, but targeted, technical assistance throughout the year. This technical assistance may involve an on-site visit, determined on an as-needed basis. Target areas will be identified through the review of several reports including, but not limited to, the previous year's monitoring report, the current Perkins plan, quarterly report submissions, etc. Colleges may also request specific technical assistance as necessary.

Additional monitoring resources and information can be accessed [here](#). For more information regarding programmatic monitoring, contact your ICCB Perkins liaison.

## SECTION 8: WIOA REQUIREMENTS FOR PERKINS

In 2014, the Workforce Investment Act of 1998 was reauthorized as the Workforce Innovation and Opportunity Act (WIOA). This Act streamlined several programs and designed a comprehensive system that is inclusive of other major workforce and educational programs. Perkins is one of sixteen required partners. As a required partner, Postsecondary Perkins recipients are to:

- Offer various career services (i.e. academic counseling, career advising, resume writing, etc.) and other activities through the one-stop centers (American Job Centers).
  - Staff and services can be made available on-site or through “direct linkage”.  
Specific services for each area will be outlined in that area’s MOU.
- Participate in the Memoranda of Understanding (MOU) negotiations as well as negotiations to determine infrastructure and shared system costs.
- Provide a limited amount of resources to fund infrastructure and shared system costs of the one-stop centers. Partners are to contribute their “fair share” of the costs based on proportionate use and relative benefits received (20 CFR 678.420(b)(2)(i), 34 CFR 361.420(b)(2)(i), and 34 CFR 463.420(b)(2)(i). When using federal grant funds, Postsecondary Perkins are limited to expending general administration funding - which is capped at 5% of their total allocation (TEGL WIOA No. 17-16).

Please see the [Governor’s Guidelines](#) including supplemental guidance for more information.

For the FY 2019 Perkins plan you must:

- Detail your collaboration with other partners including the regional planning and local MOU processes in **Principle 1, element h**.
- Describe how you will provide career services to one-stop center clients (if applicable). Please list these activities in **Principle 2, element d**.

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



## A. ICCB CTE STAFF CONTACT INFORMATION

**The Illinois Community College Board**  
401 East Capitol Avenue, Springfield, IL 62701-1711  
Phone: 217.785.0123; Fax: 217.785.0090

NAME	TITLE	PHONE	EMAIL
Brian Durham	Deputy Director of Academic Affairs	217.524.5502	<a href="mailto:brian.durham@illinois.gov">brian.durham@illinois.gov</a>
Whitney Thompson	Director for CTE	217.558.0318	<a href="mailto:whitney.thompson@illinois.gov">whitney.thompson@illinois.gov</a>
Natasha Allan	Associate Director for CTE	217.785.0139	<a href="mailto:natasha.allan@illinois.gov">natasha.allan@illinois.gov</a>
Melissa Andrews	Associate Director for CTE	217.785.0068	<a href="mailto:melissa.andrews@illinois.gov">melissa.andrews@illinois.gov</a>
Vacant	Associate Director for CTE		
Vacant	Associate Director for CTE Program Compliance		

## **B. IMPORTANT DOCUMENTS AND LINKS**

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### [FY2018 GUIDELINES AND FORMS:](#)

ANNUAL PLAN COVER PAGE

FORM 1 – ACCOUNTABILITY DATA SNAPSHOT WORKSHEET

FORM 2 – PERFORMANCE IMPROVEMENT PLAN (PIP)

FORM 3 – PROGRAM NARRATIVE WORKSHEET

FORM 4 – PROGRAMS OF STUDY INVENTORY

STATE OF ILLINOIS UNIFORM BUDGET SPREADSHEET

### [FY2019 OUT OF STATE TRAVEL REQUEST FORM](#)

### [EDGAR](#)

### [GATA](#)

### [ICCB – PERKINS ONLINE DATA SYSTEM \(PODS\)](#)

### [ILLINOIS PROGRAMS OF STUDY EXPECTATIONS TOOL](#)

### [GOVERNOR’S GUIDELINES- WIOA](#)

### [POSTSECONDARY – STEM NTO CIP CODES](#)

### [POSTSECONDARY – MALE NTO CIP CODES](#)

### [POSTSECONDARY – FEMALE NTO CIP CODES](#)

### [ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT \(ICSPS\)](#)

### [OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP \(OCCRL\)](#)

## C. SUMMARY OF FEDERAL PERKINS IV USES OF FUNDS

<b>REQUIRED USES OF FUNDS</b> Section 135b of Perkins IV
1. Improvement of career and technical education program components through the integration of academics with CTE programs through a coherent sequence of courses such as CTE programs of study to ensure learning in (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965; and (B) career and technical education subjects.
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one (1) career and technical program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in career and technical education, including: <ol style="list-style-type: none"> <li>a. Training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;</li> <li>b. Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields;</li> <li>c. Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.</li> </ol>
5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated career and technical education programs including: <ol style="list-style-type: none"> <li>a. In-service and pre-service training on the effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; effective use of scientifically based research and data to improve instruction;</li> <li>b. Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;</li> <li>c. Internship programs that provide relevant business experience; and</li> <li>d. Programs designed to train teachers specifically in the effective use and application of technology to improve instruction.</li> </ol>

6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers, who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
<b>PERMISSIVE USES OF FUNDS</b> Section 135c of Perkins IV
1. To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.
2. To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that – <ul style="list-style-type: none"> <li>a. Improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and</li> <li>b. Provides assistance for postsecondary students, including for adult students who are changing careers or updating skills.</li> </ul>
3. For local education and business (including small business) partnerships, including for- <ul style="list-style-type: none"> <li>a. Work related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;</li> <li>b. Adjunct faculty arrangements for qualified industry professionals;</li> <li>c. Industry experience for teachers and faculty.</li> </ul>
4. To provide programs for special populations.
5. To assist career and technical education student organizations.
6. For mentoring and support services.
7. For leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical achievement.

8. For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry.
9. To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education.
10. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including- <ul style="list-style-type: none"> <li>a. Articulation agreements between community colleges and baccalaureate degree granting postsecondary educational institutions;</li> <li>b. Dual credit and concurrent enrollment programs;</li> <li>c. Academic and financial aid counseling for community college career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements;</li> <li>d. Other initiatives that encourage the pursuit of a baccalaureate degree, and to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations.</li> </ul>
11. To provide activities to support entrepreneurship education and training.
12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree.
13. To develop and support small, personalized career-themed learning communities.
14. To provide support for family and consumer science programs.
15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts.
16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training for finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.).
17. To support training and activities (such as mentoring and outreach) in nontraditional fields.
18. To provide support for training programs in automotive technologies.

19. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include-
- a. Improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
  - b. Establishing, enhancing, or supporting systems for - (i) accountability data collection under this Act; or (ii) reporting data under this Act;
  - c. Implementing career and technical programs of study described in section 122(c)(1)(A); or (D) implementing technical assessments;
  - d. To support other career and technical education activities that are consistent with the purpose of this Act;
  - e. Academic and financial aid counseling for community college career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements.