POSTSECONDARY PERKINS ADMINISTRATOR COHORT MEETING

REQUIRED APPLICATION MATERIALS

1. **Postsecondary Perkins Local Application**
   - *Performance Improvement Plan, Program Narrative Worksheet, Programs of Study Inventory*

2. **State of Illinois Uniform Budget**

APPLICATION COVER PAGE

- **Basic Contact Information** (name, title, phone number, email)
  - <u>Primary Perkins contact</u>: Perkins lead contact; responsible for all communications and reporting to the ICCB
  - <u>Secondary Perkins contact(s)</u>: Any person(s) that has/have responsibilities concerning the grant development or process
  - <u>Grant Fiscal Contact</u>

- **Number of students served**
  - Total number served through Perkins dollars in fiscal year 2019.
  - <u>Note</u>: Estimated and duplicated counts are acceptable.

- **Allocations**
  - Develop your fiscal year 2020 plan using your allocation amounts from fiscal year 2019.

<u>NOTE:</u> If there any changes to the Perkins contacts during the fiscal year, notify your institution's ICCB CTE liaison or the cte@iccb.state.il.us inbox.

APPLICATION COVER PAGE

APPLICATION COVER PAGE		
COMMUNITY COLLEGE NAME:		
NUMBER OF STUDENTS SERVED IN FISCAL YEAR 2019		
FISCAL YEAR 2020 ESTIMATED ALLOCATION		
PRIMARY PERKINS CONTACT This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.		
NAME		
TITLE		
TELEPHONE	EMAIL	
SECONDARY PERKINS CONTACT 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.		
NAME		
TITLE		
TELEPHONE	EMAIL	
GRANT FISCAL CONTACT		
NAME		
TITLE		
TELEPHONE	EMAIL	

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ACCOUNTABILITY

Performance targets will not be set for the transition year; therefore, colleges will not be able to compare their local performance to the identified statewide targets.

- Statewide performance targets for fiscal years 2021-2024 will be made available in late summer.
- The ICCB will provide you with the data you need.

Although colleges are not required to meet performance targets for fiscal year 2020, colleges will be utilizing their local data to improve outcomes for all three Perkins V Performance Indicators and inform the Performance Improvement Plan (PIP). The Indicators are as follows:

1P1: Postsecondary Retention and Placement

2P1: Earned Recognized Postsecondary Credential

3P1: Nontraditional Program Enrollment

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PERFORMANCE IMPROVEMENT PLAN (PIP)

- For fiscal year 2020, **all colleges are required to develop and submit a Performance Improvement Plan (PIP)**.
  - Colleges must address ***all three*** performance indicators.
- PIPs should be responsive to gaps in student success.
- Colleges should collaborate with colleagues to review their local data and identify special populations (as defined by Perkins) and other student subgroups who are negatively impacting overall performance

PERFORMANCE IMPROVEMENT PLAN (PIP)

- **PERFORMANCE INDICATOR**- Address **each** of the Performance Indicators.

- **ACTIVITIES**- Include a minimum of one improvement activity for each performance indicator.
  - Identify the subpopulation(s) you will be targeting for each performance indicator.
  - Target demographics and special populations that are negatively impacting overall performance in a given area.
  - **Must include all activities within the Program Narrative**.

- **RESOURCES**- Specify the amount of Perkins resources that will be expended on the activity.

- **EXPECTED OUTCOME**- Include one expected outcome for each indicator, not each activity.
  - Must be measureable
  - Must reflect change in the deficient measure

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PERFORMANCE IMPROVEMENT PLAN (PIP)

PERFORMANCE IMPROVEMENT PLAN

Instructions: After reviewing the relevant data, use the matrix below to describe how the college will increase performance for each area. Activities should be measurable, limited in number, and target the particular special populations that are negatively affecting the performance indicator. Identify the special populations you will be targeting for each activity.

PERFORMANCE INDICATOR	ACTIVITIES		PERKINS RESOURCES	EXPECTED OUTCOMES
	1			
	2			
	1			
	2			
	1			
	2			
	1			
	2			
	1			
	2			
	1			
	2			
	TOTAL PROPOSED EXPENDITURES		$	

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PROGRAM NARRATIVE

- Describes the activities that will be executed to support the grant goals.
- Addresses the Requirements for Uses of Funds.

PROGRAM NARRATIVE CHANGES

- **Principle 1: Leadership, Organization, and Support**
  - Removed *Program Advisory Committees*
- **Principle 2: Access, Equity, and Opportunity**
  - Added *Career Exploration and Development (Element c.)*
  - Added *Supporting Career and Technical Student Organization (CTSO) opportunities (Element e.)*
- **Principle 3: Alignment and Transition**
  - Aligned and reorganized all elements to reflect the definition of Programs of Study in Perkins V
  - Changed 'Dual credit' to *Early college credit (Element c.)*
  - Added *Multiple entry and exit points (Element d.)*
- **Principle 4: Enhanced Curriculum and Instruction**
  - Added *Integrated education and training (IET) (Element d.)*
  - Changed 'Integrated basic skills in career and technical education programs' to *Integrating employability skills into career and technical education programs (Element e.)*

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PROGRAM NARRATIVE CHANGES

- **Principle 5: Professional Preparation and Development**
  - Added *Providing appropriate accommodations for students including individuals with disabilities and English learners (Element c.)*
  - Added *Teaching frameworks including the universal design framework (Element d.)*
  - Added *'to close gaps in student participation and performance'* to Teaching skills that include promising practices *(Element f.)*
  - Removed 'and parental' from *Improving community involvement (Element g.)*
  - Added *Using labor market information to inform program development and career advisement (Element i.)*
  - Added *Understanding and utilizing pedagogy and pedagogical practices (especially for faculty transitioning from business and industry) (Element m.)*

- **Principle 6: Program Improvement and Accountability**
  - Added *Developing strategies to identify and assist new special populations (Element f.)*

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PROGRAM NARRATIVE

- **ACTIVITIES-** Must **fully address** the element.
  - Provide a minimum of one activity to address each element.
  - Be concise and intentional with your activities; however; additional rows may be added as needed.
- **RESOURCES-** Specify the amount of Perkins and/or non-Perkins resources that will be expended on each activity.
- **PIP-** Only completed if the activity listed is also listed in the PIP as a PIP activity.
  - Denote the specific indicator the PIP activity will impact.
  - **Do not mark with an X or ✓.**
- **EXPECTED OUTCOME-**
  - One expected outcome is required for each element, **not** each activity.
  - The expected outcome must be measurable.

PROGRAM NARRATIVE

PROGRAM NARRATIVE

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. This is oftentimes done by way of program advisory committees which should consist of the majority of the stakeholders below.**

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

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EXPECTED OUTCOMES

An expected outcome should be the result of the activity(ies) 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?

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EXPECTED OUTCOMES

Potential Methods of Measurement

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

Tip: How should you determine which method of measurement to use? *Ask yourself how the expected outcome will inform the results of the activity. How will you know if an activity is successful? Then ask yourself how you would like the success of the activity to be measured.*

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PROGRAMS OF STUDY

- Programs of Study must meet the State's minimum expectations, as well as the Federal programs of study requirements [Section 3 (41)(A-F)].
- Defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:
  - Incorporates challenging State academic standards
  - Addresses both academic and technical knowledge and skills, including employability skills
  - Aligns with the needs of industries in the economy of the State, region, Tribal community, or local area
  - Progresses in specificity beginning with all aspects of an industry of career cluster and leading to more occupational-specific instruction
  - Includes multiple entry and exit points that incorporate credentialing
- Illinois Programs of Study Expectations Tool
  - Intended to guide a partnership team
  - Helps partners ensure they are meeting federal and state requirements

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PROGRAMS OF STUDY INVENTORY

- Programs of Study are represented throughout the Program Narrative, but primarily in Principle 3: Alignment and Transition.

- Identify which Program of Study the college will focus on during fiscal year 2020.

  - Indicate whether or not the Program of Study meets the minimum expectations and quality standards as described in the expectations tool.

  - Provide an explanation for why this particular program of study was selected as the focus.

  - **Address all requirements for a Program of Study (as defined by Perkins V)**, identifying what currently exists and what needs to be created or implemented.

- List all other Programs of Study that have been developed to date.

  - Indicate whether or not the Programs of Study meets the minimum expectations and quality standards as described in the expectations tool.

  - Provide an update on the progress and future of each Programs of Study. If a previously developed Programs of Study no longer meets the expectations and quality standards, identify the areas of improvement.

PROGRAMS OF STUDY INVENTORY

PROGRAMS OF STUDY INVENTORY

A **program of study** is defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that

i) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act (ESSA) of 1965;

ii) addresses both academic and technical knowledge and skills, including employability skills;

iii) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

iv) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

v) has multiple entry and exit points that incorporate credentialing; and,

vi) culminates in the attainment of a recognized postsecondary credential.

FISCAL YEAR 2020 FOCUS

PROGRAM OF STUDY TITLE	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	OBJECTIVES Provide a brief explanation for why this program of study was selected as the focus. **Address all** requirements above identifying what currently exists and what needs to be created or implemented. An explanation must be provided for any program of study that does not meet the minimum expectations and/or quality standards.
	☐Yes ☐No	☐Yes ☐No	

PROGRAMS OF STUDY DEVELOPED TO DATE

PROGRAM OF STUDY TITLE *(Add additional rows as necessary)*	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	UPDATE 1) Provide an update on the progress related to each program of study. 2) For any program of study that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement.
	☐Yes ☐No	☐Yes ☐No	
	☐Yes ☐No	☐Yes ☐No	

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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**.
  - All Perkins funded activities should be briefly described in the budget.

Uniform Budget- Section B

Section B - Budget Worksheet & Narrative

Personnel (Salaries & Wages) *(2 CFR 200.430)* --List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project and length of time working on the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization. Include a description of the responsibilities and duties of each position in relationship to fulfilling the project goals and objectives in the narrative space provided below. Also, provide a justification and description of each position (including vacant positions). Relate each position specifically to program objectives. Personnel cannot exceed 100% of their time on all active projects.

Principle, Element, Activity	Name	Position	Computation				Cost
			Salary or Wage	Basis (Yr./Mo./Hr.)	% of Time	Length of time	
Principle 1-6	Jane Schmo	Perkins Coordinator	22,500	Yr.	50%	1	$ 22,500
1e, 1i1, 2a1, 3a, 3d1, 3e2	Joe Schmo	Dual Credit Coordinator	15,000	Mo.	30%	3	$ 15,000
2g, 2k	TBD	CTE Tutors	10	Hr.	100%	90	$ 900
					Total Personnel		$ 38,400

Identify the Principle, Element, and Activity

Provide brief descriptions of each line item in the Narrative section of each tab. Detailed information should be provided in the narrative.

Describe the duties of each personnel as it relates the salaries and wages charged to the grant.

Personnel Narrative:

Perkins Coordinator: Overall grant plan development and coordination, reporting, evaluation and budgeting (administrative function); Programs of study development and implementation, CTE division liaison, workforce partnerships with Director of Workforce Development; internal communications.

Dual Credit Coordinator: Develops partnerships with local high schools, promotes dual credit classes to CTE students, evaluates curriculum dual credit courses.

CTE Tutors: Provide academic assistance to special populations students.

NOTE: In lieu of the salary worksheet, detailed narratives should be provided for the Personnel, Fringe Benefits, and Travel tabs.

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UNIFORM BUDGET: FAQ

- **WIOA expenses for infrastructure and shared systems costs** must be listed under General Administration and are therefore capped at 5% of your Perkins allocation.

- **Tutors** can be listed under Personnel or Contractual and can be listed separately or as an aggregate. Paraprofessional tutors should be listed separately.

- **Faculty stipends** typically fall within the Contractual Expenditure category. However, some colleges categorize stipends under Personnel (salary and wages). Please check with your local business office.

- **Printing costs** can be categorized under either General Administration or Supplies.

UNIFORM BUDGET: FAQ

Determining Supplies vs. Equipment

- **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 $5,000** (2 CFR 200.33). Items which do not fall under these guidelines are typically classified as supplies. Generally, <u>supplies</u> include any **materials which are expendable or consumed during the course of the grant year** or items **under $5,000** regardless of their useful life. Such items include: office supplies, postage, training materials, books, and computing devices. (2 CFR 200.94)

- Colleges can have a lower threshold for classifying equipment, but **not** a higher threshold.

- Equipment purchases should be detailed in the Equipment Narrative, otherwise future ICCB approval will be needed.

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UNIFORM BUDGET: FAQ

Travel

- ALL travel should be detailed in the Travel tab, including out of state travel.
  - Out of state travel requires additional details (*dates and location of travel, thorough conference description, expected outcomes of travel, expenditure amounts*). **If these details are not available at the time of plan submission, the college will be required to complete an Out of State Travel request form**.
- Student travel: Perkins V includes more flexibility pertaining to local uses of funds to assist career and technical student organizations. Perkins funds can be used to support Career and Technical Student Organizations (CTSOs) and specifies that such funds can be used for student preparation and participation in technical skills competitions aligned with CTE program standards and curriculum. Supported costs may include conference/meeting expenses and travel expenses(in or out of state).
- International travel is unallowable.

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Out of State Travel Request Form

DESCRIPTION	
COLLEGE	
CONTACT INFORMATION (Name, Title, Phone, Email)	
ATTENDEE NAME/TITLE	
AMOUNT REQUESTED	
REASON FOR TRAVEL Include the conference/event title, dates, and location.	
CONFERENCE/EVENT DESCRIPTION The description provided should be extremely specific and detailed.	
EXPECTED OUTCOME What information or experience will be gained? Will information be shared upon return?	
TRAVEL REFERENCE IN PERKINS PLAN If not referenced, identify where this would appropriately fit. Complete a budget modification if necessary.	

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FY 2020 Out of State Travel Request Form

BUDGET		
BUDGET CATEGORY	AMOUNT	DESCRIPTION
TRAVEL		
CONFERENCE RATE/ EVENT FEE		
LODGING		
PER DIEM		
OTHER		
TOTAL		

BUDGET MODIFICATIONS: Grantees are allowed to make modifications up to ten percent (10%) or $1,000 (whichever is higher) of any specific line, prior to seeking approval. **Modifications that are greater than ten percent (10%) or $1,000 (whichever is higher) of any specific line OR require a major change in scope, require the submission of a budget modification request.** *All requests regarding budget modifications should be submitted to:* cte@iccb.state.il.us.

By submitting this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures and disbursements made with these funds are for the purposes and objectives set forth in the terms and conditions of the applicable Federal or State award or program participation agreement. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (2 C.F.R. 200.415)

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Submissions, Requests, and Reporting

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APPLICATION SUBMISSION PROCESS

- **May 24- 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 (*Granted extensions will not exceed seven days past May 31st)
  - Submit to cte@iccb.state.il.us
- **May 31- Plan Due**
  - Plan must be submitted by *5:00 p.m.*
  - Submit Application (*Performance Improvement Plan, Program Narrative Worksheet, Programs of Study Inventory*) and the Uniform Budget to cte@iccb.state.il.us with the subject line, "COLLEGE NAME, FY20 Postsecondary Perkins Local Application"
- **May 30- Complete Risk Assessments**
  - Internal Controls Questionnaire
  - Programmatic Risk Assessment
- **July 1- ICCB will approve the application and budget, barring major revisions, unfinished sections, or unallowable expenditures.**

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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
- Grantees are required to submit a Fiscal Expenditure Close-Out Report 60 calendar days following the end of the grant period.
  - Due on **August 30, 2020**

FISCAL YEAR 2020 QUARTERLY REPORTING SCHEDULE		
REPORT	**PERIOD**	**DUE DATE**
Quarter 1	July 1 – September 30, 2019	October 30, 2019
Quarter 2	October 1 – December 31, 2019	January 30, 2020
Quarter 3	January 1– March 31, 2020	April 30, 2020
Quarter 4/Final Report	April 1 – June 30, 2020	July 30, 2020

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BUDGET MODIFICATIONS

- **Colleges must submit a budget modification if:**
  - A project needs to make major adjustments
  - Modifications that are greater than ten percent (10%) or $1,000 (whichever is higher) of any specific line
  - Modifications will be accepted no later than **May 30, 2020.**
- To request a budget modification, colleges must submit the following:
  - ✓ Budget Modification Request Form (last tab of the Uniform Budget Spreadsheet);
  - ✓ A revised Uniform Budget, specifically highlighting the revised areas; and,
  - ✓ A signed Certification (located at the bottom of the Form)
- Modifications must be submitted and approved **prior to any expenditure of funds**. Modifications submitted after an expenditure of funds has occurred will not be retroactively approved.

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COMPLIANCE WITH WIOA

- **At a minimum**, Perkins grantees are required to provide access to information about programs and services at the One-Stop through *direct linkage*.
  - Direct Linkage: 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 meaningful information or services to the customer. It cannot exclusively be providing a phone number or computer website or providing information, pamphlets, or materials. (20 CFR Part 678.305).

Fiscal year 2020 (program year 2019) Budget Negotiation Timeline
  - April 2019: Draft One-Stop Operating Budget Due
  - May 1-30, 2019: Remediation period for LWIAs not reaching agreement
  - June 30, 2019: Deadline for required partners to sign program year 2019 MOUs and submit final budgets

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Postsecondary Perkins Monitoring

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UPDATED MONITORING PROCEDURES

To meet the requirements of Uniform Guidance (2 CFR 200.331(e)), ICCB has changed its monitoring procedures.

- Fiscal and programmatic monitoring will be conducted in unison rather than separately.

- Monitoring will now be conducted utilizing a *risk-based assessment* as opposed to on a cyclical basis. Previously, Perkins grantees were monitored once every two years.

RISK DESIGNATIONS

The risk-based assessment determines a grantee's risk designation. Risk is assessed based on the following factors:

- Number of material weaknesses or significant deficiencies in most recent audit
- Number of conditions assessed in most recent Internal Controls Questionnaire (ICQ)
- Timeliness of required submissions
- Number of findings in previous monitoring review
- Amount of grant dollars given to the grantee
- Years since a grantee was previously monitored

NOTE: All colleges have been notified of their fiscal year 2019 (for fiscal year 2018 grants) risk designation.

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RISK DESIGNATIONS

- **Elevated Risk:** *Grantee's institutional risk score was in the top 20% of all ICCB grantees.* Grantees designated as elevated risk will receive an on-site visit from ICCB fiscal and program staff for a review of all grants awarded to the grantee by the ICCB during the applicable monitoring period.

- **Moderate Risk:** *Grantee's institutional risk score was in the middle 60% of all ICCB grantees.* Grantees designated as moderate risk will be subject to a desk review, conducted by ICCB fiscal and program staff, of all grants received from the ICCB during the applicable monitoring period.

- **Low Risk:** *Grantee's institutional risk score was in the bottom 20% of all ICCB grantees.* Grantees designated as low risk will be subject to a fiscal desk review. This process will involve an ICCB-conducted fiscal reconciliation of a grantee's expenditure reports, payment invoices, audited financials, and Consolidated Year End Financial Report (CYEFR). Additionally, grantees will receive programmatic technical assistance.

PROGRAMMATIC MONITORING SPECIFICS

- **Elevated risk** grantees will be required to complete the self-assessment portion of the Monitoring Tool and submit documentation specific to the Documentation Checklist. Grantees will receive a joint Final Monitoring Report.

- **Moderate risk** grantees will also be required to complete a self-assessment; however, the moderate self-assessment will be in a condensed format. Grantees will receive a joint Final Monitoring Report.

- **Low risk** grantees will receive informal, but targeted technical assistance to discuss the previous fiscal year's grant, as well as any questions or concerns they have regarding the current year's grant. Grantees will not receive a formal monitoring report.

NOTE: **Perkins programmatic monitoring for elevated and moderate risk grantees closely mirrors the previous monitoring process in terms of requested documentation and on-site/desk review monitoring procedures.**

WHAT GRANTS WILL BE MONITORED?

- The risk-based monitoring system **applies to all grants you receive through the ICCB**. Thus, your ICCB CTE liaison will be monitoring your previous year's Perkins Basic grant, **as well as** any Perkins Title I Leadership grants your institution received.
  - If the Perkins Administrator is not the contact for a specific Leadership grant, then the applicable person(s) will be contacted.

- All Title I Leadership grants will be monitored in accordance with their respective scope, assessment, and deliverable outcomes. Requested information could include the following:
  - ✓ Budgetary and reporting items
  - ✓ Applicable performance outcomes
  - ✓ Required grant deliverable outcomes
  - ✓ Supplemental documentation specific to the grant and/or grantee

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MONITORING: TIMELINE AND PROCESS

1. The college is notified of the impending visit approximately **one and a half to two months** prior. With this notification, the college receives the Programmatic Monitoring Tool and the Documentation Checklist information.
2. The self-assessment portion of the Programmatic Monitoring Tool is completed and submitted back to the ICCB approximately **one month** prior to the visit.
3. After reviewing the self-assessment, the applicable fiscal year's Perkins plan, and other reports, supplemental documentation may be requested.
   a. The aforementioned supplemental documentation and information from the Documentation Checklist is made available during the on-site review or can be submitted prior to the visit.
4. On-site visit/desk review occurs. On-site visits will typically be conducted jointly with ICCB fiscal staff.
5. A consolidated fiscal and programmatic Final Monitoring Report is issued by the ICCB within **30-45** calendar days after the conclusion of the visit. This report will outline all advisory recommendations and compliance findings.
6. Compliance findings will require the college to submit a corrective action plan within a specified amount of time.

Contact Information and Resources

ICCB CTE Staff

Whitney Thompson
whitney.thompson@illinois.gov
217.558.0318

Natasha Allan
natasha.allan@illinois.gov
217.785.0139

Melissa Andrews
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217.785.0068

Nicole Joerger
nicole.joerger3@illinois.gov
217.524.9119

Mary Werries
mary.werries@illinois.gov
217.558.4635

Resources

- ICCB CTE Website

- Perkins Guidelines and Application

- Perkins V Information and Resources

- Postsecondary CTE Grant Manual *(a new manual will be available July 01, 2019)*

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