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| 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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| 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 | | | | | |
| **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** | |
| 1. Faculty | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Counselors (career or academic) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Local employers | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. High Schools / Education for Employment Regions | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Adult education providers | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Other partners (four-year universities, community based organizations, etc.) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. WIOA regional planning and local MOU partners | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Describe planned activities for disseminating information about CTE programs to stakeholders. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| **TOTAL PROPOSED EXPENDITURES** | | **$** | **$** |  |  | |

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| **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; career exploration and development; career guidance and academic counseling; supporting CTSO opportunities; and services offered through the local one-stop center.** | | | | | |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Industry understanding / experience | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Work-based learning | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Career exploration and development | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Career guidance and academic counseling | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Supporting Career and Technical Student Organization (CTSO) opportunities | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Services offered through the One-stop Center (if applicable) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| **Special Populations**  Describe planned activities that focus on: ensuring programs are accessible by members of special populations; providing training and assistance to prepare special population students for employment; helping special population students overcome barriers that may limit opportunities for success; and ensuring members of special populations will not be discriminated against. | | | | | |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Accessibility for special populations | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Preparation for employment for special populations | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Assistance in overcoming barriers for special populations | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Anti-discrimination efforts for special populations | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| **Nontraditional Students**  Describe planned activities that focus on: ensuring programs are accessible by ***nontraditional students***; providing training and assistance to prepare nontraditional students for employment; and helping nontraditional students overcome barriers that may limit opportunities for success. (Non-traditional fields refer to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.) | | | | | |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Accessibility for nontraditional students | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Preparation for employment for nontraditional students | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Assistance in overcoming barriers for nontraditional students | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| **TOTAL PROPOSED EXPENDITURES** | | **$** | **$** |  |  | |

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| **PRINCIPLE 3: ALIGNMENT AND TRANSITION** | | | | | | |
| **Programs of Study (Career Pathways)**  Describe planned activities that focus on offering CTE **programs of study that: are aligned to the local labor market; contain fully articulated curriculum from secondary to postsecondary education; provide opportunities for students to receive early college credit; contain multiple entry and exit points; and lead to a certificate, credential, or degree**. (Programs of Study are defined in Section 3 (41)(A-F) of Perkins V.) | | | | | | |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Alignment of programs and the labor market | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Articulation of curriculum (curriculum alignment) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Early college credit (e.g. dual credit, early college models) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Multiple entry and exit points | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Stackable Credentials | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Industry Recognized Credentials | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| **TOTAL PROPOSED EXPENDITURES** | | **$** | **$** |  |  | |

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| **PRINCIPLE 4: ENHANCED CURRICULUM AND INSTRUCTION** | | | | | | |
| Describe planned activities that focus on **strengthening the academic and career and technical skills of students in CTE programs through: integrating academics with CTE programs; including the same coherent and rigorous content standards in CTE programs as other college programs; and developing, improving or expanding the use of technology in CTE programs**. | | | | | | |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Integration of academics within CTE programs | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Content Standards | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Use of technology in CTE programs | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| Describe planned activities that focus on **efforts to develop and implement Integrated Education and Training (IET)**. IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. The Integrated Career and Academic Preparation System (ICAPS) is Illinois’ IET model. Additionally, describe planned activities that focus on **integrating employability skills and career and technical education programs** to preparestudents for high wage, high demand occupations. | | | | | | |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Integrated education and training (IET) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| 1. Integrating employability skills into career and technical education programs | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | |  |
| **TOTAL PROPOSED EXPENDITURES** | | **$** | **$** |  |  | |

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| **PRINCIPLE 5: PROFESSIONAL PREPARATION AND DEVELOPMENT** | | | | | | | |
| Describe planned activities that focus on **providing professional development opportunities** for faculty, career guidance and academic counselors, specialized support personnel, and administrators to ensure they stay current with all aspects of an industry; on the effective use and application of technology to improve instruction; on providing appropriate accommodations for students; and around relevant teaching frameworks. | | | | | | | |
| **Elements** | **Activities** | | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Current industry standards/innovations | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Use and application of technology | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Providing appropriate accommodations for students including individuals with disabilities and English learners | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Teaching frameworks including the universal design framework | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| **Integrated Programs**  Describe planned activities that focus on **training faculty, guidance counselors and administrators involved in integrated CTE programs** on the following topics: | | | | | | | |
| **Elements** | **Activities** | | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Integrating academics and career and technical education | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  |
| 1. Teaching skills that include promising practices to close gaps in student participation and performance | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  |
| 1. Improving and community involvement | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  |
| 1. Using research and data to improve instruction | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  |
| 1. Using labor market information to inform program development and career advisement | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  |
| **Faculty Recruitment, Retention, and Transition**  Describe planned activities that focus on recruiting and retaining CTE faculty and career and academic counselors, including individuals in groups underrepresented in the teaching profession; improving the transition from business and industry to teaching; providing faculty externship programs that offer relevant business experience. Additionally, describe planned professional development activities that assist transitioning individuals in understanding and utilizing pedagogy and pedagogical practices. | | | | | | | |
| **Elements** | **Activities** | | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Recruitment / Retention of CTE faculty and staff | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Recruitment / Retention for underrepresented CTE faculty and staff | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Transition to teaching | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Understanding and utilizing pedagogy and pedagogical practices (especially for faculty transitioning from business and industry) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Faculty externship opportunities | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| **TOTAL PROPOSED EXPENDITURES** | | | **$** | **$** |  |  | |
| **PRINCIPLE 6: PROGRAM IMPROVEMENT AND ACCOUNTABILITY** | | | | | | | |
| Describe planned activities that focus on: **continuously evaluating and improving CTE programs; ensuring program quality is improved, expanded, modernized and includes relevant technology; and ensuring services and activities are of sufficient size, scope and quality**. | | | | | | | |
| **Elements** | **Activities** | | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** | |
| 1. Evaluation and improvement process | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Improved, expanded or modernized program quality | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Services and activities are of sufficient size, scope, and quality | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| **Special Populations**  Describe planned activities that focus on: assessing how the needs of special populations are being met; assisting and enabling special populations to meet State adjusted levels of performance; and developing strategies to identify and assist the new special populations under Perkins V (i.e. homeless individuals, youth who are in or have aged out of foster care, youth with a parent who is a member of the armed forces and/or is on active duty). | | | | | | | |
| Elements | Activities | Perkins Resources | | Non-Perkins Resources | PIP | Expected Outcomes | |
| 1. Special Populations needs assessment | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Special Populations levels of performance | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| 1. Developing strategies to identify and assist new special populations | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 |  |  |  |  | | 2 |  |  |  |  | | | | | |  | |
| **TOTAL PROPOSED EXPENDITURES** | | | **$** | **$** |  |  | |

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| 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   1. 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; 2. addresses both academic and technical knowledge and skills, including employability skills; 3. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; 4. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); 5. has multiple entry and exit points that incorporate credentialing; and, 6. 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 |  |
|  | Yes  No | Yes  No |  |
|  | Yes  No | Yes  No |  |
|  | Yes  No | Yes  No |  |
|  | Yes  No | Yes  No |  |