

Illinois Community College Board

**Illinois Postsecondary
Career and Technical Education
Plan Guidelines**

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



POSTSECONDARY PERKINS
ANNUAL PLAN DUE DATE: MAY 27, 2011

SUBMIT ANNUAL PLAN TO: Ann.Chandler@illinois.gov

Fiscal Year 2012



Table of Contents

INTRODUCTION.....	i
PERKINS IV OVERVIEW	i
CHANGES TO THE FISCAL YEAR 2012 GUIDELINES.....	i
POSTSECONDARY PERKINS ANNUAL PLAN SUBMISSION PROCESS.....	ii
SECTION 1: POSTSECONDARY PERKINS ACCOUNTABILITY SYSTEM	1
REVIEW AND REPORTING	1
FORM 1 – ACCOUNTABILITY DATA SNAPSHOT WORKSHEET	2
FORM 2 – PERFORMANCE IMPROVEMENT PLAN FORMAT.....	3
SECTION 2: POSTSECONDARY PERKINS PROGRAM NARRATIVE.....	5
SYNOPSIS.....	5
POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET OVERVIEW	6
FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET - ELEMENT #1	9
FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #2	10
FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #3	11
FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #4	12
FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #5	13
FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #6	14
FORM 4 – COMMUNITY COLLEGE INFORMATION.....	15
SECTION 3: POSTSECONDARY PERKINS BUDGET PROCESS	16
OVERVIEW.....	16
FORM 5 – POSTSECONDARY PERKINS BUDGET WORKSHEET.....	16
SECTION 4: PROGRAMS OF STUDY	17
OVERVIEW.....	17
FORM 6 – LOCAL PROGRAM OF STUDY INVENTORY	18
FORM 7 – LOCAL PROGRAM OF STUDY PROBLEM STATEMENT FORM	19
PROCEDURE	19
REQUIRED ATTACHMENTS.....	19
SECTION 5: POSTSECONDARY PERKINS SUPPORT & ADMINISTRATION.....	20
POSTSECONDARY PERKINS MONITORING AND REPORTING REQUIREMENTS.....	20
MONITORING REQUIREMENTS.....	20
REPORTING REUIREMENTS	21
ICCB PERKINS STAFF TEAM CONTACT INFORMATION.....	22
FISCAL YEAR 2012 POSTSECONDARY PERKINS ALLOCATION TABLE.....	23

APPENDIX A: PERKINS IV FEDERAL REQUIRED AND PERMISSIBLE USES OF FUNDS	24
9 REQUIRED USES OF FUNDS (Perkins Section 135b)	24
20 PERMISSIVE USES OF FUNDS (Perkins Section 135c).....	25
ADMINISTRATIVE COSTS	27
APPENDIX B: POSTSECONDARY PERKINS PROGRAM PLANNING AND BUDGET DESIGN INFORMATION...	28
APPENDIX C: POSTSECONDARY PERKINS BUDGET TERMS AND DEFINITIONS	30
LINKED ATTACHMENTS	31
ILLINOIS PROGRAMS OF STUDY EXPECTATIONS TOOL.....	31
ICCB – CAREER AND TECHNICAL EDUCATION GRANTS MANUAL.....	31
ICCB – 2009 FISCAL MANGMENT MANUAL	31
ILLINOIS PROGRAMS OF STUDY WEBSITE.....	31
ICCB – PERKINS ONLINE DATA SYSTEM (PODS)	31
ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT (ICSPS)	31
ICSPS – NON-TRAD PROGRAM SUPPORT/ILLINOIS NTO PROGRAMS LISTING	31
OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP (OCCRL).....	31
FY 2012 POSTSECONDARY PERKINS ATTACHED FORMS (FORM 1, 5 AND 6)	31

INTRODUCTION

PERKINS IV OVERVIEW

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) is the most important piece of legislation affecting CTE in Illinois. 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.

This transformation is most clearly manifested in the Perkins IV Programs of Study initiative. By creating a platform to cultivate collaboration among education, business and other workforce stakeholders, Programs of Study build efficient, aligned pathways that guide students through rigorous and relevant programs that ultimately lead to career success.

CHANGES TO THE FISCAL YEAR 2012 GUIDELINES

The fiscal year 2012 Postsecondary Perkins Guidelines have undergone a significant revision in both content and format. The components of the annual plan submission have been reorganized. Colleges are now asked to submit an Accountability Data Narrative (Section 1), Program Narrative (Section 2), Annual Budget (Section 3) and Program of Study Narrative (Section 4).

The Accountability Data Narrative is new for FY12. This includes a review of local college data from the Perkins Online Data System (PODS) and the completion of the “Accountability Data Snapshot Worksheet” (Form 1). This document walks users through an overview of their Perkins Accountability Data, which is an essential element in the development of the annual plan. Through this process, colleges will discover if they met or did not meet the state goal for each of the Perkins accountability indicators. If a college does not meet a specific state goal, it must submit a Performance Improvement Plan (Form 2) for the specific indicator. See Section 1 for more information on the Accountability Data Narrative.

The Program Narrative includes the “Program Elements Worksheets” found in Form 3 and the “College Information” found in Form 4. This process is largely unchanged from previous years. However, the cover page requirement has been replaced by the expanded “College Information” form. See Section 2 for more information on the Program Narrative.

The Annual Budget is created using the worksheet in Form 5. This is an Excel spreadsheet and will automatically total each line and column. See Section 3 for more information on the budget process.

The Program of Study Narrative includes the POS Inventory (Form 6), plus a new requirement – the POS Problem Statement (Form 7). After updating the POS inventory, colleges will select one POS for further review. Following the process delineated in Form 7, the college will develop a short, concise “Problem Statement” that clearly articulates the specific issue that is most pertinent to ensure the overall success of students within the selected POS. See Section 4 for more information on Illinois Programs of Study.

POSTSECONDARY PERKINS ANNUAL PLAN SUBMISSION PROCESS

Due Date: May 27, 2011
Submission Method: email Forms 1-7 to **Ann.Chandler@illinois.gov**
Submission Format: MS Word/Excel
Submission Questions: Rob Kerr (rob.kerr@illinois.gov or 217/785.0068)

The FY 2012 Perkins postsecondary annual plan submission is divided into the following four components. Together, these four sections make up the Postsecondary Perkins Annual Plan Submission.

1. Accountability Data Narrative (see Section 1)
 - a. Accountability Data Snapshot Worksheet (Form 1)
 - b. Performance Improvement Plan, if necessary (Form 2)
2. Program Narrative (see Section 2)
 - a. Program Elements Worksheets (Form 3)
 - b. College Information (Form 4)
3. Annual Budget (see Section 3)
 - a. Postsecondary Perkins Budget Worksheet (Form 5)
4. Program of Study Narrative (see Section 4)
 - a. Local Program of Study Inventory (Form 6)
 - b. Local Program of Study Problem Statement (Form 7)

The FY 2012 Postsecondary Perkins Annual Plan Submission must be emailed to the ICCB on or before 4:30 p.m. May 27, 2011. All components must be submitted in their required format (either MS Word or Excel). **In addition, one hard copy of the signed Annual Budget (Form 5) must be submitted by June 15, 2011** to the ICCB (401 East Capitol Avenue, Springfield, IL 62701, ATTN: Ann Knoedler).

Upon receipt of the complete proposal (Forms 1-7), the identified Perkins contact will receive an e-mail message confirming receipt of the Annual Plan submission. ICCB staff will then review the plan and contact the college to either 1) request more specific information, clarification and/or supporting data or 2) confirm that the proposal has been approved as submitted. Following staff approval, the ICCB will forward a Final Grant Agreement form to the college that details specific award information and includes all required Assurances and Disbarment forms. This form must be signed by the college president and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed Final Grant Agreement.

Colleges not able to submit completed plans by the May 27, 2011 deadline must apply for an extension in writing to the ICCB (ATTN: Rob Kerr, Director of Career and Technical Education) or risk having their funding denied. Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2010. Expenditures may not begin until the approval is received.

SECTION 1: POSTSECONDARY PERKINS ACCOUNTABILITY SYSTEM

REVIEW AND REPORTING

Illinois community colleges now have access to a powerful resource to promote program improvement and advance dialogue about strengthening performance – **the Perkins Online Data System (PODS)**. Data from the PODS is available in a series of Excel spreadsheets at <http://iccbdbsrv.iccb.org/perfmeasure/home.html>. All colleges have the ability to view their own data, information from other institutions, and statewide figures.

The Postsecondary Perkins accountability data is comprised of the following indicators:

- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate, or Diploma
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

Community colleges should review the PODS as they begin to develop their FY12 Perkins plan. Additionally, as part of the Perkins annual plan submission, colleges must submit up to two forms that utilize this data. The *Accountability Data Snapshot Worksheet* (Form 1) helps colleges to understand the summary data available in the “Overview of College Results” table. If any performance falls below the corresponding “State Goal” then the college must also submit a *Performance Improvement Plan* (Form 2).

This website data needed to complete both the Accountability Data Snapshot Worksheet (Form 1) and the Performance Improvement Plan (Form 2) can be found on the Perkins Online Data System (PODS) at <http://iccbdbsrv.iccb.org/perfmeasure/home.html>.

In order to complete the accountability portion of the Perkins annual plan submission, colleges must carry out these steps:

1. Complete the Accountability Data Snapshot Worksheet (Form 1)
 - a. Review the *Overview of College Results* table found at: <http://iccbdbsrv.iccb.org/perfmeasure/collegeoverviews.html>
2. Identify those Accountability Measures that did not meet or exceed the “State Goal.”
 - a. *Any negative results in Column G, Rows 6-11 indicate that a goal was not met.*
3. Complete a separate Form 2, Performance Improvement Plan (PIP) for each indicator that did not meet the state goal.
4. Closely review the PODS data, including demographic and special populations breakouts to determine which group(s) are negatively impacting overall performance.
5. Collaborate with colleagues to develop a specific plan, identify milestones, timelines and responsible parties to elevate performance.
6. All items delineated in the Performance Improvement Narrative **must** be incorporated in the Postsecondary Perkins Annual Plan submission.
 - a. On the *Postsecondary Perkins Program Element Worksheets*, please bold all activities that have been initiated as a result of a Performance Improvement Plan (PIP).

The data needed to complete both the Accountability Data Snapshot Worksheet (Form 1) and the Performance Improvement Plan (Form 2) can be found on the Perkins Online Data System (PODS) at <http://iccbdbsrv.iccb.org/perfmeasure/home.html>.

Data tables available on the PODS site includes overall college performance, as well as detailed information on performance, based on specific demographic and special populations. The following data tables are available for each of the Postsecondary Perkins accountability data indicators:

1. Overview of College Results - *used to complete "Accountability Data Snapshot Worksheet"*
2. Overall Trends Gender by College Trends 2007-2009
3. Individuals with Disabilities (ADA) 2007-2009
4. Disadvantaged 2007-2009
5. Displaced Homemakers 2007-2009
6. Race/Ethnicity 2007-2009
7. Gender 2007-2009
8. Limited English Proficiency 2007-2009
9. Nontraditional Enrollees 2007-2009
10. Single Parents 2007-2009
11. Tech Prep Overall by College 2009
12. Tech Prep Disability by College 2009
13. Tech Prep Disadvantaged by College 2009
14. Tech Prep Displaced Homemakers by College 2009
15. Tech Prep Ethnicity by College 2009
16. Tech Prep Gender by College 2009
17. Tech Prep Limited English Proficiency by College 2009
18. Tech Prep Nontraditional Enrollees by College 2009
19. Tech Prep Single Parents by College 2009

FORM 1 – ACCOUNTABILITY DATA SNAPSHOT WORKSHEET

(To download the form, go to: <http://www.iccb.org/postsecondary.html>)

FORM 2 – PERFORMANCE IMPROVEMENT PLAN FORMAT

After completing the Accountability Data Snapshot Worksheet (Form 1), complete a separate Performance Improvement Plan (PIP) for each indicator that did not meet the state goal. See Postsecondary Perkins Accountability Data–Review and Reporting Requirements (Appendix A) for more information.

Community College _____

Perkins Core Indicator _____

FY09 Actual Performance _____

State Goal _____

NARRATIVE PART I - DATA REVIEW

After closely reviewing the PODS data, including demographic and special populations breakouts, please indicate which group(s) are negatively impacting overall performance.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SECTION 2: POSTSECONDARY PERKINS PROGRAM NARRATIVE

The FY 2012 Program Narrative is comprised of the Program Elements Worksheets (Form 3) and the College Information Form (Form 4).

SYNOPSIS

Program Elements Worksheets

The six narrative matrix worksheets can be found in Form 3. This is the form colleges will use to describe the activities that will be undertaken to support the grant goals. The narrative matrix is designed around the six Postsecondary Perkins Elements:

1. Improvement of Academic and Career and Technical Skills of CTE Students
2. Collaborations and Partnerships
3. Program Quality and Continuous Improvement
4. Access and Success for Special Populations
5. Nontraditional Training and Employment
6. Faculty and Staff Professional Development

Each of the six Elements has several sub-elements as well. All elements and sub-elements must be addressed in the Narrative Matrix. See Chapter 2 of the ICCB CTE Grants Manual (Attachment 2) for more specific information on the requirements of the Narrative Matrix.

College Information

Form 4 collects important information that must be submitted as part of the Program Narrative.

1. Community College name, number and address
2. Primary Perkins Contact Information
 - a. Include name, title, phone/fax and e-mail
3. Administrator/Dean responsible for general oversight of the Perkins grant
 - a. Include name, title, phone/fax and e-mail
4. All staff (other than tutors) supported in part or full from the Perkins grant
 - a. Include the following for each staff person
 - i. Name, title, phone/fax and e-mail
 - ii. Percentage of time supported by Perkins IV funds
 - iii. Total salary rate
 - iv. Brief description of their responsibilities.

POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET OVERVIEW

Perkins IV, section 135 (Local Uses of Funds) requires that each eligible recipient “that receives funds under this part shall use such funds to improve career and technical education programs.” Nine Required Uses of Funds and twenty Permissive Uses of Funds are specified (see Appendix C).

In order to simplify this process and direct the college planning efforts, the ICCB has developed the following Narrative Matrix based on the six Postsecondary Perkins Program Elements. All elements and sub elements must be addressed in the Narrative Matrix.

See Appendices B and C and Chapter 2 of the ICCB CTE Grants Manual (Attachment 2) for more specific information on the requirements of the Narrative Matrix.

Postsecondary Perkins Program Elements

1. IMPROVEMENT OF ACADEMIC AND CAREER AND TECHNICAL SKILLS OF CTE STUDENTS

How will the college address the following goals?

- 1A Strengthen the academic and career and technical skills of students participating in CTE programs.
- 1B Integrate academics with CTE programs.
- 1C Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry.
- 1D Develop work-based learning experiences for CTE students.
- 1E Develop, improve or expand the use of technology in CTE programs.
- 1F Describe how the college will ensure that career and technical education programs include the same coherent and rigorous content standards as other college programs.
- 1G Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
- 1H Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.
- 1I Describe efforts to improve the transition to teaching from business and industry.

2. COLLABORATIONS AND PARTNERSHIPS

How will the college address the following goals?

- 2A Link CTE at the secondary and postsecondary level.
- 2B Offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A) of Perkins IV (see *Appendix I*) that-
 - 2B1 incorporates secondary education and postsecondary education elements;
 - 2B2 includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - 2B3 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

- 2B4 lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
- 2C Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.
- 2D Disseminate information about CTE programs to stakeholders.
- 2E Working with local Education-for-Employment regions, encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

3. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT

How will the college address the following goals?

- 3A Continuously improve the quality of CTE programs.
- 3B Develop and implement evaluations of CTE programs.
- 3C Develop and implement evaluations of how the needs of special populations enrolled in CTE programs are being met.
- 3D Initiate, improve, expand and modernize quality CTE programs.
- 3E Provide services and activities that are of sufficient size, scope and quality to be effective.
- 3F Describe the process that will be used to evaluate and continuously improve the performance of the community college.

4. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS

How will the college address the following goals?

- 4A Ensure that CTE programs are accessible by members of special populations.
- 4B Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
- 4C Help members of special populations overcome barriers that may limit their opportunities for success.
- 4D Assist and enable special populations to meet the State adjusted levels of performance.
- 4E Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

5. NONTRADITIONAL TRAINING AND EMPLOYMENT

How will the college address the following goals?

- 5A Support training activities (such as mentoring and outreach) in nontraditional fields. *Nontraditional fields refer to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.*
- 5B Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
- 5C Help nontraditional students overcome barriers that may limit their opportunities for success.
- 5D Assist and enable nontraditional students to meet the State adjusted levels of performance.

6. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

How will the college address the following goals?

- 6A Offer comprehensive professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs.
- 6B Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
 - 6B1 effective integration of academics and CTE;
 - 6B2 effective teaching skills based on research;
 - 6B3 effective practices to engage stakeholders;
 - 6B4 effective use of scientifically based research and data to improve instruction.
- 6C Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internship programs that provide relevant business experience.
- 6D Prepare professional development opportunities that will train faculty on the effective use and application of technology.

FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET - ELEMENT #1

Improvement of Academic and Career and Technical Skills of CTE Students

How will the college address the following nine goals?

- 1A. Strengthen the academic and career and technical skills of students participating in CTE programs.
- 1B. Integrate academics with CTE programs.
- 1C. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry.
- 1D. Develop work-based learning experiences for CTE students.
- 1E. Develop, improve or expand the use of technology in CTE programs.
- 1F. Describe how the college will ensure that career and technical education programs include the same coherent and rigorous content standards as other college programs.
- 1G. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
- 1H. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.
- 1I. Describe efforts to improve the transition to teaching from business and industry.

Perkins Element	Resources	Activity	Expected Outcomes	Performance Measures

Bold activities that are part of a Program Improvement Plan
(add more lines if necessary)

COMMUNITY COLLEGE:

FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #2

Collaborations and Partnerships

How will the college address the following eight goals?

2A. Link CTE at the secondary and postsecondary level

Offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A) of Perkins IV (see *Appendix I*) that-

2B1. incorporates secondary education and postsecondary education elements;

2B2. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

2B3. 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

2B4. lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

2C. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.

2D. Disseminate information about CTE programs to stakeholders.

2E. Working with local Education-for-Employment regions, encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

Perkins Element	Resources	Activity	Expected Outcomes	Performance Measures

Bold activities that are part of a Program Improvement Plan
(add more lines if necessary)

COMMUNITY COLLEGE:

FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #3

Program Quality and Continuous Improvement

How will the college address the following six goals?

- 3A. Continuously improve the quality of CTE programs.
- 3B. Develop and implement evaluations of CTE programs.
- 3C. Develop and implement evaluations of how the needs of special populations enrolled in CTE programs are being met.
- 3D. Initiate, improve, expand and modernize quality CTE programs.
- 3E. Provide services and activities that are of sufficient size, scope and quality to be effective.
- 3F. Describe the process that will be used to evaluate and continuously improve the performance of the community college;

Perkins Element	Resources	Activity	Expected Outcomes	Performance Measures

Bold activities that are part of a Program Improvement Plan
(add more lines if necessary)

COMMUNITY COLLEGE:

FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #4

Access and Success for Special Populations

How will the college address the following five goals?

- 4A. Ensure that CTE programs are accessible by members of special populations.
- 4B. Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
- 4C. Help members of special populations overcome barriers that may limit their opportunities for success.
- 4D. Assist and enable special populations to meet the State adjusted levels of performance.
- 4E. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations

Perkins Element	Resources	Activity	Expected Outcomes	Performance Measures

Bold activities that are part of a Program Improvement Plan
(add more lines if necessary)

COMMUNITY COLLEGE:

FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #5

Nontraditional Training and Employment

How will the college address the following four goals?

- 5A. Support training activities (such as mentoring and outreach) in nontraditional fields? (Nontraditional fields refer to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.)
- 5B. Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self sufficiency
- 5C. Help nontraditional students overcome barriers that may limit their opportunities for success
- 5D. Assist and enable nontraditional students to meet the State adjusted levels of performance

Perkins Element	Resources	Activity	Expected Outcomes	Performance Measures

Bold activities that are part of a Program Improvement Plan
(add more lines if necessary)

COMMUNITY COLLEGE:

FORM 3 POSTSECONDARY PERKINS PROGRAM ELEMENT WORKSHEET – ELEMENT #6

Faculty and Staff Professional Development

How will the college address the following seven goals?

6A. Offer comprehensive professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs

Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:

6B1. effective integration of academics and CTE;

6B2. effective teaching skills based on research;

6B3. effective practices to engage stakeholders;

6B4. effective use of scientifically based research and data to improve instruction.

6C. Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internship programs that provide relevant business experience

6D. Prepare professional development opportunities that will train faculty on the effective use and application of technology

Perkins Element	Resources	Activity	Expected Outcomes	Performance Measures

Bold activities that are part of a Program Improvement Plan
(add more lines if necessary)

COMMUNITY COLLEGE:

FORM 4 – COMMUNITY COLLEGE INFORMATION

Community College Information

Name _____
Number _____
College Address _____

Primary Perkins Contact Information

Name _____
Title _____
Phone Number _____
Fax Number _____
Email Address _____

Administrator/Dean responsible for general oversight of the Perkins grant/activities

Name _____
Title _____
Phone Number _____
Fax Number _____
Email Address _____

**Attach a list of all staff (other than tutors) that are supported in part or full from the Perkins grant.
For each staff person, include the following information:**

5. Name, title, phone/fax and e-mail
6. Percentage of time supported by Perkins IV funds
7. Total salary rate
8. Brief description of their responsibilities

SECTION 3: POSTSECONDARY PERKINS BUDGET PROCESS

OVERVIEW

The Postsecondary Perkins Budget Worksheet (Form 5) assists college planners to structure an adequate and effective budget for FY 2012 Perkins funds. The worksheet breaks down uses of funds into seven Expenditure Account categories:

1. Improvement of Academic and Technical Skills of CTE Students
2. Collaborations and Partnerships
3. Program Quality and Continuous Improvement
4. Access and Success for Special Populations
5. Nontraditional Training and Employment
6. Faculty and Staff Professional Development
7. General Administration (up to 5% of total allocation)

The first six Expenditure Accounts relate directly to the Illinois Postsecondary Perkins Program Elements (see Form 3 and Appendix B). The seventh, General Administration, refers to organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students. No more than 5% of the college's local allocation may be spent on General Administration.

The Postsecondary Perkins Budget Worksheet (Form 5) is to be submitted electronically in Excel format as part of the Postsecondary Perkins Annual Plan Submission. Additionally, one hard copy of the signed Annual Budget must be submitted by June 15, 2011 to the ICCB (401 East Capitol Avenue, Springfield, IL 62701, ATTN: Ann Knoedler).

BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

For more information on the budget development process, see Chapter 2 of the ICCB CTE Grants Manual.

FORM 5 – POSTSECONDARY PERKINS BUDGET WORKSHEET

(To download the form, go to: <http://www.iccb.org/postsecondary.html>)

SECTION 4: PROGRAMS OF STUDY

OVERVIEW

Perkins IV calls for the creation of secondary-to-postsecondary sequences of academic and career and technical (CTE) coursework that lead students to attain a postsecondary degree, or industry-recognized certificate or credential. To help facilitate this effort, Illinois has adopted the national Career Cluster framework to assist in our efforts.

Federal Programs of Study Requirements

As defined in The Carl D. Perkins Career and Technical Education Act of 2006 (section 122(c)(1)(A), Career and Technical Education Programs of Study must include the following:

- A. secondary and postsecondary education elements;
- B. coherent and rigorous content aligned with challenging academic standards and relevant career and technical content
- C. a sequence of courses that is coordinated and non-duplicative;
- D. a sequence of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- E. the opportunity for secondary students to earn postsecondary credit through dual enrollment, dual credit or other means;
- F. the attainment of an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The State of Illinois is dedicated to ensuring that all students have access to rigorous and relevant educational opportunities that prepares them for success in college and careers. In order to achieve this goal, all Illinois educational systems must work collectively and collaboratively to create an aligned educational structure that improves student learning. Career and Technical Education programs, which combine challenging academic coursework with relevant, career-focused content, are uniquely positioned to respond to this challenge.

Illinois CTE provides students with the academic and technical skills necessary to succeed in the 21st century knowledge and skills based economy. Students participating in these programs are held to specific and reliable industry based learning standards which ensures that they are fully prepared for both postsecondary education and the high-wage, high-skill, and high-demand career of their choice.

The Illinois Community College Board and the Illinois State Board of Education are working collaboratively to support the development of Illinois Programs of Study, as required by Perkins IV. This initiative seeks to identify pathways from secondary school to two- and four-year colleges, graduate schools, and the workplace to link classroom and lab content with the knowledge and skills they need for success in college and careers.

By aligning course offerings at the secondary level with increasingly advanced academic and technical courses at the postsecondary level, Programs of Study will equip students with the skills and credentials required for success in high-growth, high-demand, and high-wage career fields. This connection will provide an important context for educational reform and ensure that instruction is increasingly relevant and focused.

Local entities are required to collaborate with their regional stakeholders in the creation and implementation of Programs of Study relevant to their local area. Secondary institutions must offer the postsecondary and dual credit components of local Programs of Study that are designed to increase alignment, reduce remediation, and help students attain their career goals.

Program of Study Inventory and Problem Statement Overview

As part of the Postsecondary Perkins Annual Plan Submission, community college must submit a POS Inventory (Form 6) and a POS Problem Statement (Form 7).

The Program of Study Inventory, found in Form 6 must include information on all programs of study that have been implemented by the college. As part of the FY12 plan submission, colleges will choose one specific program of study to examine in greater detail. The POS selected should be one that the college feels has a need for improvement.

Once a suitable POS has been selected, the college will utilize the Program of Study Expectations Tool (Attachment 1) to determine if it meets both the federal POS requirements and the high standards set in Illinois. To guide this effort the college will organize an internal self-review team that includes, at a minimum, secondary and postsecondary representation.

Upon completion of the review, the college will then evaluate the items marked as “Working Towards.” The single most urgent area will be selected for more intense follow-up. A short and concise *Problem Statement* will be developed that clearly articulates the specific issue that the team feels is most pertinent to ensure the overall success of students within the selected POS. The Problem Statement should focus on only one issue, it should be one-three sentences long, and should not suggest a solution. Activities included in the Program Narrative that are developed to address the problem statement must be marked with an * on the Program Element Worksheets.

For more information on Programs of Study, see Chapter 7 of the ICCB *CTE Grants Manual* (Attachment 2).

FORM 6 – LOCAL PROGRAM OF STUDY INVENTORY

(To download the form, go to: <http://www.iccb.org/postsecondary.html>)

FORM 7 – LOCAL PROGRAM OF STUDY PROBLEM STATEMENT FORM

PROCEDURE

1. Select a POS for further review. The POS selected should be one that the college feels has a need for improvement.
2. Form an internal self-review team to examine the selected POS, using the Program of Study Expectations Tool (Attachment 1).
3. After completing the examination, compile a list of the “POS Design Elements” (from the Expectations Tool) the self-review team rated the status as “Working Towards.” Select ONE of these POS Design Elements for further follow up. The Design Element selected should be the most pertinent to ensuring the overall success of students within the selected POS.
4. Develop a short, concise “Problem Statement” that clearly articulates the specific issue the college feels is most critical to resolving the issue identified in the POS Design Element. The Problem Statement should focus on only one issue, it should be one-three sentences long, and should not suggest a solution. Activities included in the Program Narrative that are developed to address the problem statement must be marked with an * on the Program Element Worksheets.

EXAMPLE:

The Accounting Program of Study curriculum is not adequately aligned. As a result, students are unable to seamlessly transition to the college and are often unable to attain stackable credentials offered as part of this program of study.

REQUIRED ATTACHMENTS

1. **Community College Name**
2. **Information on the members of the internal self-review team**
 - a. **Name, title, affiliation, email**
3. **POS Selected**
 - a. **POS Title, Cluster, Pathway and CIP**
4. **List of the all the POS Design Elements that the internal self-review team rates the status as “Working towards.”**
5. **Problem Statement**

If you have any questions about the Local Program of Study Problem Statement Form, contact:

Kristy Morelock
Associate Director for CTE Programs of Study
(217) 558-4929
kristy.morelock@illinois.gov.

Amanda Harmon
Associate Director for CTE programs of Study
(217) 558-4680
amanda.harmon@illinois.gov

SECTION 5: POSTSECONDARY PERKINS SUPPORT & ADMINISTRATION

POSTSECONDARY PERKINS MONITORING AND REPORTING REQUIREMENTS

MONITORING REQUIREMENTS

Perkins subrecipients are subject to *fiscal* and *programmatic* monitoring.

FISCAL MONITORING

The objective of the fiscal monitoring process is to confirm providers are expending funds according to grant guidelines. ICCB staff will conduct a fiscal monitoring visit for each provider at least once every five years.

For more information regarding the fiscal monitoring process, see Chapter 3 of the ICCB CTE Grants Manual (Attachment 2) or contact Ed Smith, Senior Director for Financial Compliance and Accountability, at (217) 785-0173 or ed.s.smith@illinois.gov.

PROGRAMMATIC MONITORING

The ICCB CTE Regional Consultants provide direct and ongoing technical assistance to Postsecondary Perkins subrecipients across the state. Each consultant is assigned to a specific region and conducts onsite monitoring/TA visits over the course of the year.

Name	Region	Phone	Email
Bernard Ferreri	Chicago Region	(708)448-5672	bmfmaf@yahoo.com
Dan Segebarth	Northern Region	(708)799-7428	louseg@aol.com
Sue Petrilli	Central Region	(217)529-3342	rspetrilli@warpnet.net
Terry Clark	Southern Region	(618)435-6976	terrylclark2002@hotmail.com

For more information, and a complete list of consultant regions, see Chapter 5 and Appendices 5 and 6 of the ICCB CTE Grants Manual (Attachment 2).

MONITORING FOLLOW-UP

Beginning in FY 2012, the ICCB will institute a formal follow-up process for fiscal and programmatic review findings. When findings are reported, the subrecipient will receive a Letter of Finding (LoF) from the ICCB. The LoF will include requirements for a Corrective Action Plan (CAP), and a follow-up process timeline. A CAP will then be developed by the subrecipient, and activities detailed in it must be integrated into the annual Perkins grant plan until all findings are fully addressed.

More information on this monitoring follow-up process will be made available in FY 2012.

REPORTING REUIREMENTS

QUARTERLY REPORTING

In order to comply with Public Act 96-0795, Postsecondary Perkins subrecipients are required to submit quarterly reports.

Quarterly reports will consist of two sections:

Section 1 – Progress Update

1. A short and concise update on the status of activities that have been completed, and;
2. A short and concise update on the status of activities that have encountered barriers which may prevent full implementation

Responses to Section 1 must be emailed to Ann Chandler Knoedler (ann.chandler@illinois.gov).

Section 2 - Quarterly Update on the Expenditure of Related Grant Funds

Grantees will enter expenditure data in two columns:

1. "Allocations" column – grantees will enter the most recent approved annual budget figures (i.e., the approved annual budget figures at the time of reporting, after any approved budget modifications)
2. "Expenditures" column – grantees will enter the actual expenditures made in the reporting quarter

Section 2 information must be submitted online at:

<http://iccbdsrv.iccb.org/perkinsbudgetwrksheet/home.cfm>

QUARTERLY REPORTING DUE DATES

Quarterly reports will be due 45 days after the end of each quarter. Fiscal Year 2012 Quarterly Reports will be due on the following schedule-

- FY12 Quarter 1 (July, 2011 - September, 2011): November 14, 2011
- FY12 Quarter 2 (October, 2011 – December, 2011): February 14, 2012
- FY12 Quarter 3 (January, 2012 – March, 2012): May 15, 2012
- FY12 Quarter 4 (April, 2012 – June, 2012): N/A (4th quarter reporting requirements are fulfilled by the end of year programmatic and fiscal reports)

For more information on Public Act 96-0795 please see:

http://www.apps.ioc.state.il.us/ioc-pdf/bulletins/AB_161.pdf

FINAL REPORTING

By October 15, 2012, federal Postsecondary Perkins grant recipients are required to submit the following final reports:

- 1) Final Programmatic Narrative Report
- 2) Final Fiscal Report (online)

The format and requirements for these reports will be released at a later date.

ICCB PERKINS STAFF TEAM CONTACT INFORMATION

The Illinois Community College Board

401 East Capitol Avenue
Springfield, IL 62701-1711
Fax: 217.785.0090

PERKINS LEADERSHIP TEAM:

Brian Durham
Senior Director for Academic Affairs and CTE
Phone: 217.524.5502
E-mail: brian.durham@illinois.gov

Rob Kerr
Director for Career & Technical Education
Phone: 217.785.0068
E-mail: rob.kerr@illinois.gov

Tricia Broughton
Associate Director for CTE Programs
Phone: 217.785.0082
E-mail: tricia.broughton@illinois.gov

Amanda Harmon
Associate Director for CTE Programs of Study
Phone: 217.558.4680
E-mail: amanda.harmon@illinois.gov

Kristy Morelock
Associate Director for CTE Programs of Study
Phone: 217.558.4929
E-mail: kristy.morelock@illinois.gov

Ann Knoedler
Assistant Director for CTE
Phone: 217.785-0139
E-Mail: ann.chandler@illinois.gov

FUNDING & DISBURSEMENTS:

Bruce Bennett
Director for Finance and Operations
Phone: 217.785.0089
E-mail: bruce.bennett@illinois.gov

PERKINS REGIONAL CONSULTANTS:

Terry Clark
Southern Region
Phone: 618.435.6976
E-mail: terryclark2002@hotmail.com

Bernard Ferreri
Chicago Region
Phone: 708.448.5672
E-mail: bmfmaf@yahoo.com

Sue Petrilli
Central Region
Phone: 217.529.3342
E-mail: rspetrilli@warpNet.net

Dan Segebarth
Northern Region
Phone: 708.799.7428
E-mail: louseg@aol.com

PERFORMANCE INDICATORS/DATA:

Scott Parke
Senior Director for Policy Studies
Phone: 217.785.0154
E-mail: scott.parke@illinois.gov

WIA/PERKINS INTEGRATION:

Lavon Nelson
Senior Director for Workforce Development
Phone: 217.557.2742
E-mail: lavon.nelson@illinois.gov

FISCAL YEAR 2012 POSTSECONDARY PERKINS ALLOCATION TABLE

APPENDIX A: PERKINS IV FEDERAL REQUIRED AND PERMISSIBLE USES OF FUNDS

9 REQUIRED USES OF FUNDS (Perkins Section 135b)

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that-

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), 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 1 career and technical program of study described in section 122(c)(1)(A);

(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, which may include-

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(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;

(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;

(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 –

(A) in-service and preservice training on- (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and (vi) effective use of scientifically based research and data to improve instruction;

(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;

(C) internship programs that provide relevant business experience; and

(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including and 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; and

(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.

20 PERMISSIVE USES OF FUNDS (Perkins Section 135c)

Funds made available to an eligible recipient under this title may be used -

(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 -

(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

(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

(3) for local education and business (including small business) partnerships, including for -

(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;

(B) adjunct faculty arrangements for qualified industry professionals; and

(C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical 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 skill 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 -

(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;

(B) postsecondary dual and concurrent enrollment programs;

(C) academic and financial aid counseling for sub-baccalaureate 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; and

(D) other initiatives - (i) to encourage the pursuit of a baccalaureate degree; and (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(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 sciences 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; and

(20) to support other career and technical education activities that are consistent with the purpose of this Act.

ADMINISTRATIVE COSTS

Each eligible recipient receiving funds under this part shall not use more than 5% of the funds for administrative costs associated with the administration of activities assisted under this section.

APPENDIX B: POSTSECONDARY PERKINS PROGRAM PLANNING AND BUDGET DESIGN INFORMATION

The following information is provided for your assistance in program planning and budget design.

Element/Expenditure Account #1:

Improvement of Academic and Technical Skills of CTE Students

Examples of sample associated activities:

1. Strengthening the academic and technical skills of students participating in CTE programs through the integration of academics with CTE programs to ensure learning in the core academic and CTE subjects.
2. Providing students with strong experience in and understanding of all aspects of an industry.
3. Providing CTE students with the academic and technical skills that lead to entry into the high technology and telecommunications field.
4. Providing career guidance and academic counseling for students participating in CTE programs.
5. Providing work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs.
6. Developing and supporting mentoring and support services.
7. Providing CTE programs for adults and school dropouts to complete their secondary school education.
8. Providing assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

Element/Expenditure Account #2:

Collaborations and Partnerships

Examples of sample associated activities:

1. Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
2. Linking secondary CTE and postsecondary CTE, including implementing programs of study.
3. Involving parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.
4. Developing and supporting local education and business partnerships.
5. Assisting CTE student organizations.
6. Providing support for family and consumer sciences programs.

Element/Expenditure Account #3:

Program Quality and Continuous Improvement

Examples of sample associated activities:

1. Developing and implementing evaluations of the CTE programs carried out with Perkins funds.
2. Initiating, improving, expanding, and modernizing quality career & technical education programs.
3. Providing services and activities that are of sufficient size, scope, and quality to be effective.
4. Leasing, purchasing, upgrading or adapting equipment, including instructional aides.
5. Improving or developing new CTE courses.
6. Supporting other CTE activities that are consistent with the purpose of Perkins IV.

Element/Expenditure Account #4:

Access and Success for Special Populations

Examples of sample associated activities:

1. Providing programs for special populations.
2. Developing and implementing evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

Element/Expenditure Account #5:

Nontraditional Training and Employment

Examples of sample associated activities:

1. Supporting nontraditional training and employment activities.
2. Providing career guidance and academic counseling for students participating in CTE programs.

Element/Expenditure Account #6:

Faculty and Staff Professional Development

Examples of sample associated activities:

1. Developing, improving, or expanding the use of technology in CTE, including the training of CTE personnel to use state-of-the-art technology, which may include distance learning.
2. Providing professional development programs to teachers, counselors, and administrators, that include:
 - A. Inservice and pre-service training in state-of-the-art CTE programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - B. Support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. Internship programs that provide business experience to teachers; and
 - D. Programs designed to train teachers specifically in the use and application of technology.
3. Developing and supporting teacher preparation programs that assist individuals who are interested in becoming CTE instructors, including individuals with experience in business and industry.

Expenditure Account #7:

General Administration

Examples of sample associated activities:

1. Organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.

APPENDIX C: POSTSECONDARY PERKINS BUDGET TERMS AND DEFINITIONS

Functional Expenditure Category Descriptions

All expenditures of Perkins funds must comply with the required and permissible uses of funds listed in Appendix C and must directly enhance, support or assist the college's Career and Technical Education students and/or programs. For further, more specific expenditure definitions, please consult the June, 2009 *ICCB Fiscal Management Manual* (Attachment 3). Please note that definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.

SALARIES-Salaries and wages paid to an employee, before any deductions, for personal services rendered to the community college district. Information must be provided on all staff (other than tutors) supported in part or fully from Perkins IV funds. Positions supported may include:

- Administrative staff
- Professional/technical staff
- Academic support staff/Clerical staff
- Student employees

EMPLOYEE BENEFITS-The cost of all employee benefits, including the portion of insurance paid for by the college (not including the portion withheld from the employee's wages when both the employee and the college contribute toward the benefit).

CONTRACTUAL SERVICES-Charges for services rendered by firms or persons not employed by the local board of trustees.

Services may include:

- Audit Services
- Consultants
- Office Services
- Instructional Service Contracts
- Other Contractual Services

GENERAL MATERIALS AND SUPPLIES-Costs of all general materials and supplies. Materials may include:

- Office, Instructional, or Library Supplies
- Other Supplies
- Printing
- Audio/Visual Materials
- Computer software
- Postage
- Books & Binding Costs
- Publications and Dues
- Advertising

TRAVEL, CONFERENCE OR MEETING EXPENSE-Travel costs may include:

- Conference/Meeting Expense
- Travel--In State and Out of State

CAPITAL OUTLAY-Capital outlay includes all expenditures for fixed and moveable equipment. May include costs for office and instructional equipment.

OTHER EXPENDITURES-Costs must apply to CTE students or programs. Please include a short description of any costs listed under this Functional Expenditure Category. All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix C and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

LINKED ATTACHMENTS

ILLINOIS PROGRAMS OF STUDY EXPECTATIONS TOOL

<http://iccbdsrv.iccb.org/programsofstudy/docs/IllinoisProgramsofStudyExpectationsTool.pdf>

ICCB – CAREER AND TECHNICAL EDUCATION GRANTS MANUAL

<http://iccbdsrv.iccb.org/programsofstudy/grantresource.html>

ICCB – 2009 FISCAL MANGMENT MANUAL

<http://www.iccb.org/pdf/manuals/fmm6-09.pdf>

ILLINOIS PROGRAMS OF STUDY WEBSITE

<http://iccbdsrv.iccb.org/programsofstudy/home.cfm>

ICCB – PERKINS ONLINE DATA SYSTEM (PODS)

<http://iccbdsrv.iccb.org/perfmeasure/home.html>

ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT (ICSPS)

<http://www.iccps.ilstu.edu/>

ICSPS – NON-TRAD PROGRAM SUPPORT/ILLINOIS NTO PROGRAMS LISTING

<http://www.iccps.ilstu.edu/info/resources/nontraditional/index.html>

OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP (OCCL)

<http://occl.illinois.edu/>

FY 2012 POSTSECONDARY PERKINS ATTACHED FORMS (FORM 1, 5 AND 6)

<http://www.iccb.org/postsecondary.html>