

**FISCAL YEAR 2009
Illinois Postsecondary Career and Technical Education Plan
Guidelines**

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



**ILLINOIS COMMUNITY COLLEGE BOARD
401 East Capitol Avenue
Springfield, Illinois 62701-1711
(217) 785-0125**

Fiscal Year 2009

Spring, 2008

ILLINOIS POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN GUIDELINES

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Introduction

Perkins IV

After years of discussion, debate and development, the 109th Congress overwhelmingly passed the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) during the summer of 2006. The Senate acted on July 26, and the House followed suit on July 29. Fourteen days later, on August 12, 2006, President Bush created Public Law 109-270 when he signed the bill.

Perkins IV seeks to both build on the successes of the 1998 Perkins Act, while also focusing on certain themes found throughout the legislation. These include:

- Accountability
- Coordination within the CTE Community
- Academic and Technical Integration
- Connections between Secondary and Postsecondary Education
- Links to Business and Industry

As Representative Howard “Buck” McKeon (R-CA), Chairman of the House Education and Workforce Committee, stated in the Congressional Record on 7/27/2006:

“. . . we’re maintaining a focus on rigorous student academic and technical achievement; we’re protecting the role of states and local communities and asking for results in exchange for the money we are already spending at the federal level; and we are seeking more opportunities for coordination between secondary and postsecondary career and technical education.”

Illinois’ Transition to Perkins IV

The Illinois Community College Board and the Illinois State Board of Education continue to work collaboratively address the challenges of Perkins IV. Fiscal year 2009 will be the first full year of implementation, following the transition period of FY 2008. During FY09, the agencies will focus on professional development, assessment and refining the statewide process for the development of CTE Pathway and Programs of Study materials.

Section 1 - Plan Format and Narrative Requirements

Section 1.1 - Overview of Guidelines and Annual Plan Process

The FY 2009 Local Plan Guidelines (covering the time period of July 1, 2008 through June 30, 2009) are divided into three main sections:

1. FY 2009 Plan Format and Narrative Process
2. Program Performance Objectives (NOTE: Postsecondary Program Performance requirements will be announced at a later date)
3. Program Budget

One original and four copies of the FY 2009 Career and Technical Education Plan Updates will be due at the ICCB (401 East Capitol Avenue, Springfield, IL 62701, ATTN: Kristy Morelock) on or before 4:30 p.m. May 15, 2008. All plan content submitted by the May 15th due date will be processed and, if sufficient information is provided, approved prior to the July 1, 2008 starting date. The ICCB will then 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 return completed plans by the May 15, 2008 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. Extension requests must be received by the ICCB prior to May 8, 2008. Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2007. Expenditures may not begin until the approval is received.

To avoid delays, please ensure that the following items are complete and included as part of your fiscal year 2009 Perkins plan (one original and four copies):

1. Cover Page (including: Community College Name, Community College Number, Community College Address, and Primary Perkins Administrator Contact Information)
2. Program Narrative (Postsecondary Perkins Program Element Worksheets, *Appendix H*)
3. Program Budget (Postsecondary Perkins Budget Worksheet, *Appendix B*)

Upon receipt of the complete proposal, the identified Perkins contact will receive an e-mail message confirming all components have been received and are being evaluated. 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.

A final report detailing the specific activities undertaken in FY 2009 to increase the performance of CTE students and improve the quality of CTE programs will be due to the ICCB on or before October 31, 2009. See Appendix G for specific report details and reporting requirements. Final fiscal information related to the FY 2009 federal postsecondary Perkins grant will be collected electronically by the ICCB in a format to be released at a later date. The required fiscal information must be submitted electronically by October 31, 2009. A signed hard copy of the final fiscal report must be mailed to the ICCB at that time.

Section 1.2 - Overview of Narrative Requirements

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 A).

In order to simplify this process and direct the college planning efforts, the ICCB has developed a narrative matrix based on the following six Postsecondary Perkins Program Elements. *Community colleges are required to address each of these elements by completing the worksheets found in Appendix H.*

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.

2. COLLABORATIONS AND PARTNERSHIPS

How will the college address the following goals?

- 2A. Link CTE at the secondary and postsecondary level.
- 2B. Develop and offer the relevant elements of secondary-to-postsecondary CTE Programs of Study.
- 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.

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 the 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.

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.

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.

Community colleges are required to address each of the Postsecondary Perkins Program Elements by completing the worksheets found in Appendix H.

Section 1.3 - College Information

Provide current staff information for the college president and career dean (or person responsible for administering the Perkins grant) including names, titles, phone and fax numbers and e-mail addresses (if available).

In addition, information must be provided in this section on all staff (other than tutors) supported in part or fully from Perkins IV funds. Please include name (if known), position title, percentage of time supported by Perkins IV funds, total salary rate and a brief description of their responsibilities.

Section 2 - Program Performance Objectives

Section 2.1 - Overview of Perkins Accountability System

Significant revisions have been made to the accountability systems of Perkins IV. While specific performance targets for the state of Illinois have not yet been negotiated with the US Department of Education, it is vital that community colleges continue to make programmatic decisions based on reliable outcome data. To that end, the ICCB is working diligently to adapt the Perkins Online Data System (PODS) to reflect the revised Perkins IV Accountability Indicator structure. This initiative is scheduled to be completed during the FY 2009 program year with input from the field. At that time, community colleges will be asked to review their performance data and respond with program improvement plans for those measures where performance is below specified levels. Forms will be made available providing further guidance.

PERKINS IV POSTSECONDARY ACCOUNTABILITY INDICATORS

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

Section 3 - Program Budget

Section 3.1 - Budget Process Overview

A Budget Worksheet form is provided in Appendix B to assist college planners in structuring an adequate and effective budget for FY 2009 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 Postsecondary Perkins Program Elements from Section 1 (Program Narrative) of these guidelines. 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.

Costs planned in these seven Expenditure Accounts should be applied to the specific Functional Expenditure Categories (salaries, supplies, etc.) provided. Appendix C provides further details on the Expenditure Categories and Appendix D contains sample activities for each Expenditure Account. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/pdf/manuals/fmm8-05.pdf>). 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.

Upon submission and approval of the Program Narrative and Budget Worksheet, 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.

Section 3.2 - 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. Requests for a budget modification should be made by the project director and include a revised budget worksheet (Appendix B) and address the following questions in justifying the need for the amendment:

- 1.) How were the funds originally intended to be used?
- 2.) Why are the funds no longer being used for this purpose?
- 3.) What is the new intended purpose for the funds?

All budget modifications can be sent to:
Illinois Community College Board
Attn: Kristy Morelock
401 East Capitol Avenue
Springfield, IL 62701

FISCAL YEAR 2009 Illinois Postsecondary Career and Technical Education Plan *Appendices*

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

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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 aids 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 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

APPENDIX B

Fiscal Year 2009 Postsecondary Perkins Budget Worksheet

Functional Expenditure Categories

		Salaries	Employee Benefits	Contractual Services	Gen. Materials & Supplies	Travel Expenses	Capital Outlay	Other Expenditures*	TOTAL
Expenditure Accounts		A	B	C	D	E	F	G	H
1	Improvement of Academic and Technical Skills of CTE Students								\$0
2	Collaborations and Partnerships								\$0
3	Program Quality and Continuous Improvement								\$0
4	Access and Success for Special Populations								\$0
5	Nontraditional Training and Employment								\$0
6	Faculty and Staff Professional Development								\$0
8	General Administration**								\$0
9	TOTAL COSTS	\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0

- Attach a short description of any costs listed under Column G (Other Expenditures)
- General Administration costs may not exceed 5% of the partnership's total federal allocation..

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.

College Name _____

Signature of College Administrator _____

Date _____

APPENDIX C

Postsecondary Perkins Budget Terms and Definitions

Functional Expenditure Category Descriptions

All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix A 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 July 2005 ICCB Fiscal Management Manual:
(<http://www.iccb.state.il.us/pdf/manuals/fmm8-05.pdf>).

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 00-0000-51000-00

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. Please refer to Section 1.3 for more information. Positions supported may include:

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

EMPLOYEE BENEFITS 00-0000-52000-00

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 00-0000-53000-00

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 0000-54000-00

Costs of all general materials and supplies. Materials may include:

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

TRAVEL AND CONFERENCE/MEETING EXPENSE 00-0000-55000-00

Travel costs may include:

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

CAPITAL OUTLAY 00-0000-58000-00

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

OTHER EXPENDITURES 00-00005900-00

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 A and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

APPENDIX D

Postsecondary Perkins Program Planning & 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:

- Strengthening the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.
- Providing students with strong experience in and understanding of all aspects of an industry.
- Providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field.
- Providing career guidance and academic counseling for students participating in vocational and technical education programs.
- Providing work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs.
- Developing and supporting mentoring and support services.
- Providing vocational and technical education programs for adults and school dropouts to complete their secondary school education.
- 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:

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

Element/Expenditure Account #3: Program Quality and Continuous Improvement

Examples of sample associated activities:

- Developing and implementing evaluations of the vocational and technical education programs carried out with Perkins funds.
- Initiating, improving, expanding, and modernizing quality vocational and technical education programs.
- Providing services and activities that are of sufficient size, scope, and quality to be effective.
- Leasing, purchasing, upgrading or adapting equipment, including instructional aides.

- Improving or developing new vocational and technical education courses.
- Supporting other vocational and technical education 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:

- Providing programs for special populations.
- Developing and implementing evaluations of the vocational and technical education 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:

- Supporting nontraditional training and employment activities.
- Providing career guidance and academic counseling for students participating in vocational and technical education programs.

**Element/Expenditure Account #6:
Faculty and Staff Professional Development**

Examples of sample associated activities:

- Developing, improving, or expanding the use of technology in vocational and technical education, including the training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning.
- Providing professional development programs to teachers, counselors, and administrators, that include:
 - A. inservice and preservice training in state-of-the-art vocational and technical education 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 vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education 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.
- Developing and supporting teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry.

**Expenditure Account #7:
General Administration**

Examples of sample associated activities:

- 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 E

Staff Contact Information

For information general questions or concerns regarding postsecondary Perkins IV, please contact the Illinois Community College Board team at:
perkinsteam@iccb.org

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Springfield, IL 62701-1711
Fax: 217.785.0090**

PERKINS LEADERSHIP TEAM:

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APPENDIX G

Fiscal Year 2009 Postsecondary Perkins Final Reports

By October 31, 2009, federal Postsecondary Perkins grant recipients are required to submit the following final reports:

- 1) Final Programmatic Report
- 2) Final Fiscal Report

Final Programmatic Report - Due October 31, 2009

Forward the completed final programmatic report to:
The Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701
ATTN: Kristy Morelock

APPENDIX H Postsecondary Perkins Program Element Worksheet

Postsecondary Perkins Element #1 – Improvement of Academic and Career and Technical Skills of CTE Students

How will the colleges 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

Perkins Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

APPENDIX H Postsecondary Perkins Program Element Worksheet

**Postsecondary Perkins Element #2 – Collaborations and Partnerships
How will the college address the following goals?**

- 2A. Link CTE at the secondary and postsecondary level
- 2B. Develop and offer the relevant elements of secondary-to-postsecondary CTE Programs of Study
- 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

Perkins Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

APPENDIX H Postsecondary Perkins Program Element Worksheet

**Postsecondary Perkins Element #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 the 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

Perkins Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

APPENDIX H Postsecondary Perkins Program Element Worksheet

**Postsecondary Perkins Element #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

Perkins Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

APPENDIX H Postsecondary Perkins Program Element Worksheet

**Postsecondary Perkins Element #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

Perkins Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

APPENDIX H Postsecondary Perkins Program Element Worksheet

**Postsecondary Perkins Element #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

Perkins Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

APPENDIX I

Perkins IV Programs of Study – Overview

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 learn 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 Illinois Community College Board and the Illinois State Board of Education are working collaboratively to develop Career and Technical Education Programs of Study, as required by The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). This project 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.

State-Level CTE Model Pathway Development

A Career Pathway Model is the product of a collaborative effort among secondary schools, EFE's, community colleges, four-year colleges, and business and industry partners. These groups – called **Pathway Development Teams** – will be lead by the Partnerships for College and Career Success. They will be formed ad hoc by the state and charged with developing innovative secondary-to-postsecondary Pathway model sequences. This model will seek to reduce remediation, increase alignment, support dual credit and improve student success. The ICCB and ISBE are working collaboratively with the OCCRL to establish the specific procedure that will be employed to facilitate the development of these models. See the *Cluster Implementation Model* and the *Cluster Logic Sequence* for more information.

CTE Programs of Study Development and Implementation

Career Pathways models will be used as the primary building blocks in the creation of seamless, nonduplicative CTE Programs of Study. The Program of Study will infuse national and state research into a locally relevant and aligned career program that is collaboratively developed and implemented at the local level. See the *Cluster Implementation Model* and the *Cluster Logic Sequence* in the "Resources" section for more information.

CLUSTER IMPLEMENTATION MODEL

STEPS		CLUSTER / PATHWAY / POS IMPLEMENTATION MODEL (example)			
1	STATE identifies Cluster(s)	Agriculture, Food, Nat. Resources	Finance	Manufacturing	Education and Training
2	Partnerships apply to be on a specific PATHWAY DEVELOPMENT TEAM (PDT) for an identified Cluster	Partnership A	Partnership 1	Partnership D	Partnership 4
		Pathways Agribusiness Systems	Pathways Banking and Related Services	Pathways Production	Pathways Teaching and Training
3	STATE assigns Partnerships to participate on specific PDTs	Agriculture, Food, Nat. Resources Cluster - Agribusiness Systems Pathway PROJECT	Finance Cluster - Banking and Related Services Pathway PROJECT	Manufacturing Cluster - Production Pathway PROJECT	Education and Training Cluster - Teaching and Training Pathway PROJECT
4	All Partnerships assigned to PDTs in the same Cluster collaborate to develop Cluster-Level Knowledge and Skills: <u>DEVELOPMENT PROJECT-PHASE I</u>	Partnership A, B & C develop Ag Cluster knowledge and skills	Partnership 1, 2, & 3 develop Finance Cluster knowledge and skills	Partnership D, E & F develop Manufacturing Cluster knowledge and skills	Partnership 4, 5, & 6 develop Education/Training Cluster knowledge and skills
5	Individual PDTs develop MODEL PATHWAY MATERIALS for their assigned Pathways (Knowledge & Skills, sequences, etc): <u>PHASE II</u>	Partnership A develops Agribusiness Pathway Materials	Partnership 1 develops Banking Pathway Materials	Partnership D develops Production Pathway Materials	Partnership 4 develops Teaching Pathway Materials
4	Submission to the State	<i>All PDTs submit to the state: 1) Assigned Cluster level knowledge and skills; and 2) Assigned Model Pathway materials</i>			
5	State Review	Materials are reviewed by the Statewide Advisory Team (and/or the State) -- or perhaps the State reviews them with the team			
6	Drafting locally relevant Programs of Study	All local Partnership utilize MODEL PATHWAY MATERIALS from the menu of Pathways that have been developed to update existing programs and/or implement new programs of Study			
7	Implementation	Local Programs of Study are implemented	Local Programs of Study are implemented	Local Programs of Study are implemented	Local Programs of Study are implemented
8	POS assessment	Local implementation of Programs of Study is assessed by the state via onsite reviews, recognition visits, and other monitoring methods. Results are presented to the Statewide Advisory Team as information items			

ILLINOIS CARRER CLUSTER – PATHWAY FRAMEWORK

CAREER CLUSTER: *Health Sciences*
PATHWAY: *Therapeutic Services*

DESCRIPTION: Careers are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.

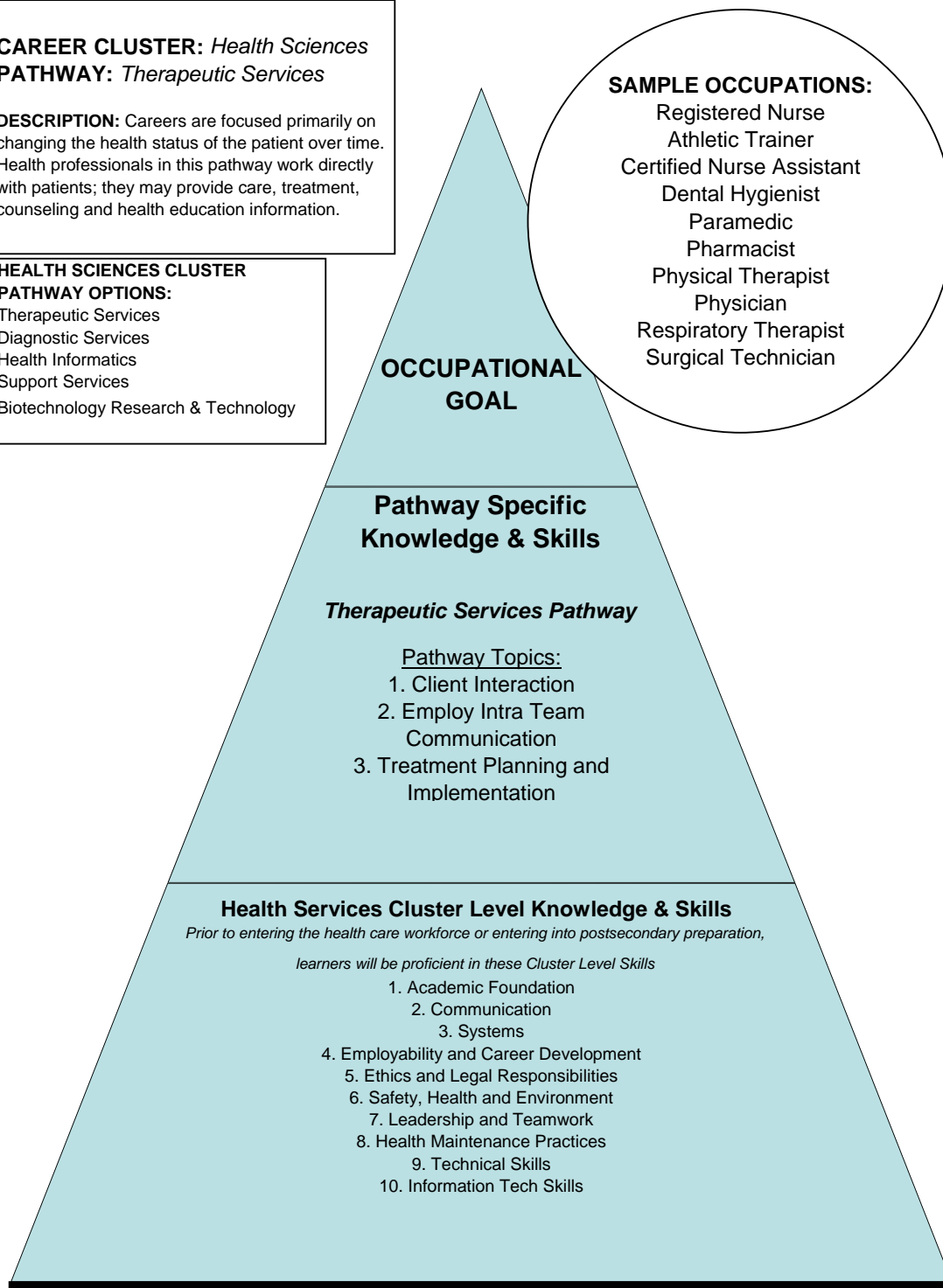
HEALTH SCIENCES CLUSTER

PATHWAY OPTIONS:

- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research & Technology

SAMPLE OCCUPATIONS:

- Registered Nurse
- Athletic Trainer
- Certified Nurse Assistant
- Dental Hygienist
- Paramedic
- Pharmacist
- Physical Therapist
- Physician
- Respiratory Therapist
- Surgical Technician



APPENDIX J

Fiscal Year 2009 Postsecondary Perkins Federal Allocation Table

<u>Community College</u>	2005-2006 Pell Count	2006-2007 Pell Count	change	FY 2008 Allocation	FY 2009 Allocation
BLACK HAWK COLLEGE	2,388	2,350	(38)	\$441,296	\$439,489
CARL SANDBURG COLLEGE	1,376	1,267	(109)	\$254,281	\$236,950
CITY COLLEGES OF CHICAGO	19,143	18,956	(187)	\$3,537,577	\$3,545,087
DANVILLE AREA COMMUNITY COLLEGE	950	985	35	\$175,558	\$184,211
DUPAGE, COLLEGE OF	3,208	3,256	48	\$592,830	\$608,926
ELGIN COMMUNITY COLLEGE	1,523	1,469	(54)	\$281,446	\$274,727
HARPER COLLEGE, WILLIAM RAINEY	1,982	1,946	(36)	\$366,268	\$363,934
HEARTLAND COMMUNITY COLLEGE	1,431	1,341	(90)	\$264,445	\$250,789
HIGHLAND COMMUNITY COLLEGE	832	756	(76)	\$153,751	\$141,385
ILLINOIS CENTRAL COLLEGE	2,860	3,006	146	\$528,521	\$562,172
ILLINOIS EASTERN COMMUNITY COLLEGES	1,615	1,501	(114)	\$298,448	\$280,712
ILLINOIS VALLEY COMMUNITY COLLEGE	1,014	920	(94)	\$187,385	\$172,055
JOHN A. LOGAN COLLEGE	1,690	1,663	(27)	\$312,308	\$311,009
JOHN WOOD COMMUNITY COLLEGE	1,185	1,134	(51)	\$218,985	\$212,077
JOLIET JUNIOR COLLEGE	1,777	1,983	206	\$328,385	\$370,854
KANKAKEE COMMUNITY COLLEGE	810	927	117	\$149,686	\$173,364
KASKASKIA COLLEGE	1,425	1,461	36	\$263,336	\$273,231
KISHWAUKEE COLLEGE	1,020	1,047	27	\$188,493	\$195,806
LAKE COUNTY, COLLEGE OF	2,069	1,851	(218)	\$382,346	\$346,168
LAKE LAND COLLEGE	1,665	1,602	(63)	\$307,688	\$299,601
LEWIS & CLARK COMMUNITY COLLEGE	1,824	1,787	(37)	\$337,070	\$334,199
LINCOLN LAND COMMUNITY COLLEGE	1,917	1,951	34	\$354,257	\$364,869
MCHENRY COUNTY COLLEGE	746	747	1	\$137,859	\$139,701
MORAIN VALLEY COMMUNITY COLLEGE	2,563	2,529	(34)	\$473,636	\$472,965
MORTON COLLEGE	1,637	1,613	(24)	\$302,513	\$301,658
OAKTON COMMUNITY COLLEGE	1,330	1,312	(18)	\$245,781	\$245,366
PARKLAND COLLEGE	2,404	2,160	(244)	\$444,253	\$403,956
PRAIRIE STATE COLLEGE	1,846	1,957	111	\$341,136	\$365,991
REND LAKE COLLEGE	1,097	1,099	2	\$202,723	\$205,531
RICHLAND COMMUNITY COLLEGE	976	1,010	34	\$180,362	\$188,887
ROCK VALLEY COLLEGE	1,877	1,694	(183)	\$346,865	\$316,806
SAUK VALLEY COMMUNITY COLLEGE	878	960	82	\$162,252	\$179,536
SHAWNEE COMMUNITY COLLEGE	1,192	1,143	(49)	\$220,279	\$213,760
SOUTH SUBURBAN COLLEGE	4,520	4,246	(274)	\$835,284	\$794,072
SOUTHEASTERN ILLINOIS COLLEGE	712	678	(34)	\$131,576	\$126,797
SOUTHWESTERN ILLINOIS COLLEGE	3,701	3,766	65	\$683,935	\$704,305
SPOON RIVER COLLEGE	629	617	(12)	\$116,238	\$115,389
TRITON COLLEGE	2,311	2,276	(35)	\$427,067	\$425,650
WAUBONSEE COMMUNITY COLLEGE	879	729	(150)	\$162,437	\$136,335
Total	83,002	81,695	(1,307)	\$15,338,556	\$15,278,320