

Fiscal Year

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ILLINOIS COMMUNITY COLLEGE BOARD

PARTNERSHIPS for
COLLEGE and
CAREER
SUCCESS
grant guidelines

ILLINOIS COMMUNITY COLLEGE BOARD

FY 2009 Partnerships for College and Career Success Grant Guidelines

PLEASE NOTE:

The following fiscal year 2009 *Partnerships for College and Career Success* Grant guidelines pertain to federal funding under Title II of the Carl D. Perkins Career and Technical Education Act of 2006. Prior to FY 2009, these funds were distributed as the Illinois Tech Prep Consortium Grants.

FY 2009 Partnerships for College and Career Success Grant

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GRANT ADMINISTRATION

The following fiscal year 2009 Partnerships for College and Career Success Grant guidelines pertain to federal funding under Title II of the Carl D. Perkins Career and Technical Education Act of 2006. Prior to FY 2009, these funds were distributed as the Illinois Tech Prep Consortium Grants.

The Fiscal Year 2009 Partnerships for College and Career Success proposal is due to the ICCB on or before May 27, 2008.

Vision Statement

Each and every student will have access to rigorous and relevant education and opportunities that prepare them for success in college and careers.

Mission Statement

The Partnership for College and Career Success will collaborate to ensure that all students are college and career ready and provided with the academic and technical competencies to transition from secondary to postsecondary education in order to pursue high skill, high demand, or high wage careers. The Partnerships will lead by emphasizing comprehensive career preparation and providing a collaborative environment that engages and retains students in learner-centered instruction.

Partnership Overview, Goals & Activities

Perkins IV calls for an increased emphasis on coordination and collaboration within the CTE community, a theme that is most clearly manifested in the Programs of Study requirement (see *Perkins IV, section 122(c)(1)(A)*). All Education-for-Employment Systems and community colleges in Illinois are required to develop and implement rigorous CTE Programs of Study that incorporate secondary and postsecondary elements, along with academic and CTE content, in a coordinated, nonduplicative progression of courses. At their core, these Programs of Study must create a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to align content, reduce remediation, prepare students to attain a postsecondary degree or certificate and succeed in their chosen occupation. Funding for Partnerships for College and Career Success will be primarily devoted to facilitating the development, supporting the implementation and assisting in the maintenance of regional Programs of Study.

The goal of the Partnerships for College and Career Success is to assemble the necessary regional stakeholders and resources in order to develop state-level CTE Pathway models and implement locally relevant CTE Programs of Study. Additionally, the Partnerships must endeavor to successfully and seamlessly transition students into, through and out of these programs and into the workforce.

PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS GOALS:

1. Increase collaboration between secondary and post secondary systems;
2. Create seamless transition systems from secondary education to postsecondary education;
3. Ensure that individuals who are members of special populations have the opportunity to access and succeed in CTE programs;
4. Develop career pathways that contain multiple entry and exit points to facilitate student success and lifelong learning;
5. Increase curricular alignment and reduce curricular duplication;
6. Reduce the need for remediation;
7. Support the development of integrated and applied curricular content;
8. Increase the opportunities for students to earn college credit while enrolled in high school;
9. Increase the opportunities for students to obtain marketable postsecondary certificates or degrees that support their career goals;
10. Create professional development programs designed to simultaneously engage and support secondary and postsecondary partners;
11. Utilize data for program improvement;

Partnership for College and Career Success Activities:

1. Facilitate the development or adoption of specific state-level CTE Pathway models by gathering teams of educational content experts and industry stakeholders. When approved by the state, these models will then be implemented locally by the various Partnerships around the state.
2. Ensure that any and all approved state-level CTE Pathway models are successfully implemented locally (when applicable). The Partnership will work to implement model Pathways as locally specific Programs of Study that are relevant and useful for students at the specific secondary schools, area career centers and community colleges within the Partnership.
3. Lead the effort to form streamlined secondary-postsecondary CTE program advisory councils to facilitate input from business, industry and all other relevant stakeholders in support of regional programs.

4. Utilize the Perkins IV, Title II Performance Measures and the Perkins IV Basic State Grant Performance Measures to-
 - 4.1) assess the overall effectiveness of Partnership activities and;
 - 4.2) assess the overall effectiveness of the CTE Programs of Study developed by the Partnership.
5. Create and deliver professional development programs for teachers, faculty, and administrators within the Partnership that will support them to more effectively address the goals of the project.
6. Ensure that programs and services offered by the Partnership are accessible for special populations students, and will prepare them for careers that will lead them to self-sufficiency.

Program Definitions

SECONDARY CAREER PATHWAYS STUDENT:

A secondary Career Pathways Student is a high school CTE concentrator who has enrolled in two training level courses in the secondary education component of an approved and locally implemented CTE Program of Study at a partner secondary institution.

POSTSECONDARY CAREER PATHWAYS STUDENT:

A student that meets both of the following two qualifications will be considered a Postsecondary Career Pathways student:

1. Has completed the secondary component of an approved and locally implemented CTE Program of Study;
2. Has enrolled in the postsecondary education component of an approved and locally implemented CTE Program of Study at a postsecondary Partner institution.

CAREER CLUSTERS:

Illinois has adopted the Career Cluster model developed by the *States' Career Clusters Initiative* (SCCI) established by the National Career Technical Education Foundation (NCTEF). More information can be found at www.careerclusters.org.

Career Clusters are groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into the Career Clusters based on the fact that they require a set of common knowledge and skills for career success. The Knowledge and Skills represented by Career Clusters prepare learners for a full range of occupations/career specialties, focusing on the holistic, polished blend of technical, academic and employability knowledge and skills.

CAREER PATHWAYS MODELS:

Career Pathways are systematic sub-groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Illinois has adopted the national Career Clusters model, and Occupations/career specialties are now grouped into the 16 Clusters based on the fact that they require a common set of general knowledge and skills for career success. While the Career Clusters identify the broad knowledge and skills needed for success in a wide-array of potential careers (defined by each Cluster), the Career Pathways offer a higher, more developed, level of specificity. There are a total of 81 Pathways, each formally linked to one of the 16 Career Clusters.

CTE PROGRAMS OF STUDY:

A CTE Program of Study is a sequence of instruction, based on recommended standards, and knowledge and skills (as identified in the Career Pathways Model) consisting of secondary and postsecondary coursework, co-curricular activities, work-site learning, service learning and other learning experiences offered in an aligned and coordinated manner that prepares students for a specific career. This is a flexible resource for students and designed to change in concert with the interests and needs of the learner.

PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS IMPLEMENTATION PLAN:

Each Partnership must submit a 4-year plan for the development and implementation of Partnership for College and Career Success programs (Title II of the Perkins Act). Annual Partnership Plan Updates will be submitted in fiscal years 2010 and 2012. A formal Partnership Plan Review will be submitted in fiscal year 2011.

Partnership Requirements

Partnerships for College and Career Success are required to address the following seven Partnership Requirements:

1. COLLABORATION

Illinois Partnerships for College and Career Success must include representation from area secondary schools, EFE Regions, Area Career Centers, community college(s) and relevant business and industry from the Partnership District. For the purpose of this grant, the community college district will be used to define the Partnership District. If two or more community colleges are collaborating on one grant, the Partnership District will be the combination of districts. Partnership members may also include other postsecondary institutions and labor organizations.

Illinois Partnerships for College and Career Success must be carried out under formal Collaboration Agreements between participants in the partnerships. These criteria will be developed further as partnerships are formed, implemented and evaluated, but at a minimum will require that:

- A. Collaboration Agreements must be signed by partners CEOs.
- B. Collaboration Agreements must include a data sharing agreement.
- C. Collaboration Agreements must designate the Partnership fiscal agent, the roles and responsibilities of the Partnership members, and a conflict negotiation/resolution clause.

2. CAREER PATHWAYS - PROGRAM OF STUDY DEVELOPMENT

Illinois Partnerships for College and Career Success must work to develop A) specific state-level CTE Model Pathway Materials (when assigned); and B) locally specific CTE Programs of Study (when applicable). See Attachment 1 for more specific information on the Programs of Study requirements.

3. PROFESSIONAL DEVELOPMENT

Illinois Partnerships for College and Career Success must develop professional development programs that are in compliance with Perkins IV, Title II section 203c(4) and (5) for teachers, faculty, and administrators within the Partnership.

4. EQUAL ACCESS FOR SPECIAL POPULATIONS

Illinois Partnerships for College and Career Success must provide equal access to members of special populations, including the development of appropriate services.

5. PREPARATORY SERVICES

Illinois Partnerships for College and Career Success must provide preparatory services that assist students to enroll in – and complete - CTE Programs of Study.

6. COORDINATION REQUIREMENTS

Illinois Partnerships for College and Career Success must closely coordinate their activities with the activities funded by the member EFEs and community college(s) basic state grants.

7. ACCOUNTABILITY REQUIREMENTS

Illinois Partnerships for College and Career Success must report on performance using the Perkins IV, Title II Performance Measures as well as the Perkins IV Basic State Grant Performance Measures (outlined in Perkins Section 113b) (see below for more specific information on the Perkins IV Performance Measures). Each Partnership that receives funding must enter into an agreement with the ICCB to meet minimum levels of annual performance for each of the required Perkins IV, Title II Performance Measures and the Basic State Grant Performance Measures.

Perkins IV Accountability Systems

TITLE II/PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS MEASURES (CPP):

- CPP1: The number of Illinois secondary and postsecondary CTE Programs of Study students served.
- CPP2: The number and percent of secondary CTE Programs of Study students who:
- CPP2-1: Enroll in postsecondary education;
 - CPP2-2: Enroll in postsecondary education in the same field;
 - CPP2-3: Complete a state or industry-recognized certification or licensure;
 - CPP2-4: Complete courses that earn postsecondary credit;
 - CPP2-5: Enroll in remedial math, writing, or reading courses upon entering postsecondary education.
- CPP3: The number and percent of postsecondary CTE Programs of Study students who:
- CPP3-1: Are placed in a related field of employment within 12 months of graduation;
 - CPP3-2: Complete a state or industry-recognized certification or licensure;
 - CPP3-3: Complete a two-year degree or certificate program within the normal time;
 - CPP3-4: Complete a baccalaureate degree program within the normal time.

Additional (Illinois specific) Partnerships for College and Career Success Collaboration Measures will be distributed at a later date.

PERKINS IV BASIC STATE GRANT PERFORMANCE MEASURES:

Secondary Measures

- 1S1: Academic Attainment
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rates
- 5S1: Secondary Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion

Postsecondary Measures

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

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The Fiscal Year 2009 Partnerships for College and Career Success proposal is due to the ICCB on or before May 27, 2008.

ATTACHMENT 1

Illinois CTE Model Pathway & Programs of Study Development Process

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.

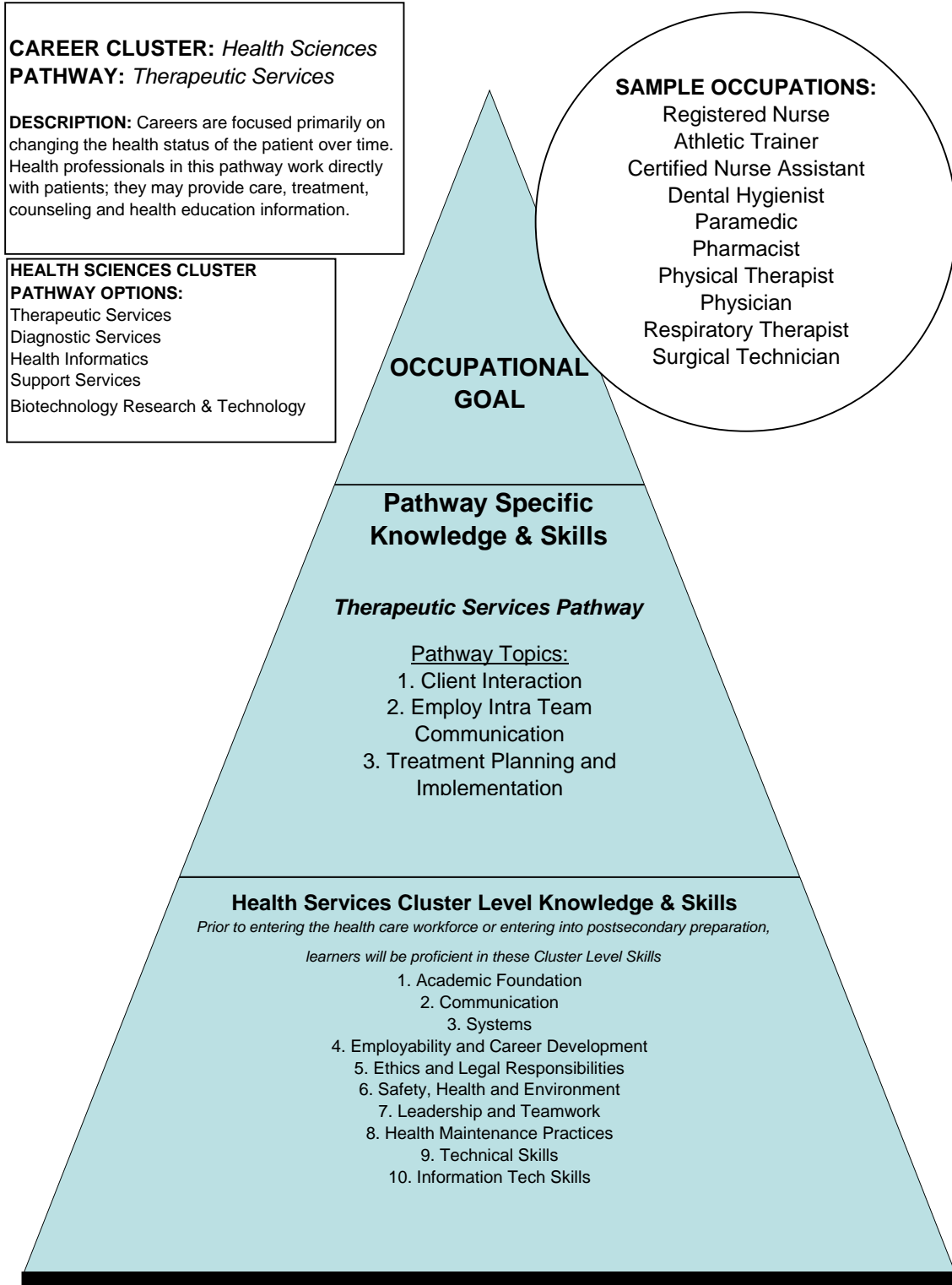
CTE Programs of Study Development and Implementation

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	All PDTs submit to the state: 1) Assigned Cluster level knowledge and skills; and 2) Assigned Model Pathway materials			
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



ATTACHMENT 2

Annual Plan Requirements

Proposal Format and Award Process

Each Partnership must submit a 4-year plan for the development and implementation of Partnership for College and Career Success programs (Title II of the Perkins Act). Annual Partnership Plan Updates will be submitted in fiscal years 2010 and 2012. A formal Partnership Plan Review will be submitted in fiscal year 2011.

One original and four copies of the 4-year Fiscal Year 2009 – Fiscal Year 2012 Partnership for College and Career Success proposal must be submitted to the Illinois Community College Board on or before May 27, 2008. The allocation table for FY 2009 federal Partnerships for College and Career Success funds is located in Attachment 5. For proposal format or submission questions please contact Rob Kerr rob.kerr@illinois.gov or (217) 785-0068.

To avoid delays, please ensure that the following five items are complete and included as part of your fiscal year 2009 Partnerships for College and Career Success proposal (one original and four copies):

1. Grant Proposal Cover Sheet
2. Partnership Profile Worksheet
3. Partnerships for College and Career Success Component Forms
4. Fiscal Year 2009 Partnerships for College and Career Success Budget Worksheet
5. Fiscal Year 2009 Partnerships for College and Career Success Transit Entity Annual Plan and Budget Worksheets, *if necessary*

Partnerships not able to return completed plans by the May 30, 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 20, 2008. Plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2008. Expenditures may not begin until the approval is received.

Upon receipt of the complete proposal--

1. The Partnership Director will receive an e-mail message confirming all components have been received and are being evaluated.
2. ICCB staff will then review the proposal and contact the Partnership director to either:
 - A) request more specific information, clarification and/or supporting data or
 - B) confirm that the proposal has been approved as submitted.
3. Following staff approval, the ICCB will forward to the Partnership director the *final grant agreement form* which includes:
 - A) all the requisite certification and assurance forms,
 - B) the approved budget (including information on financial drawdown methods and other fiscal procedures), and
 - C) the scope of work (as submitted in the proposal).

The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal (e.g., Community College President, Superintendent, or Board Officer) and returned to the ICCB in order to activate the grant. Audits will be based on the information provided in the signed Grant Agreement.

Partnerships for College and Career Success Components

1. COLLABORATION

Illinois Partnerships for College and Career Success must include representation from area secondary schools, EFE Regions, Area Career Centers, community college(s) and relevant business and industry from the Partnership District. For the purpose of this grant, the community college district will be used to define the Partnership District. If two or more community colleges are collaborating on one grant, the Partnership District will be the combination of districts. Partnership members may also include other postsecondary institutions and labor organizations.

Illinois Partnerships for College and Career Success must be carried out under formal Collaboration Agreements between participants in the partnerships.

- A. Collaboration Agreements must be signed by partners CEOs
- B. Collaboration Agreements must include a data sharing agreement
- C. Collaboration Agreements must designate the Partnership fiscal agent, the roles and responsibilities of the Partnership members, and a conflict negotiation/resolution clause.

2. CAREER PATHWAYS - PROGRAM OF STUDY DEVELOPMENT

Illinois Partnerships for College and Career Success must work to develop A) specific state-level CTE Model Pathway Materials (when assigned); and B) locally specific CTE Programs of Study (when applicable). See Attachment 1 for more specific information on the Programs of Study requirements.

3. PROFESSIONAL DEVELOPMENT

Illinois Partnerships for College and Career Success must develop professional development programs for teachers, faculty, and administrators within the Partnership.

4. EQUAL ACCESS FOR SPECIAL POPULATIONS

Illinois Partnerships for College and Career Success must provide equal access to members of special populations, including the development of appropriate services.

5. PREPARATORY SERVICES

Illinois Partnerships for College and Career Success must provide preparatory services that assist students to enroll in – and complete - CTE Programs of Study.

6. COORDINATION REQUIREMENTS

Illinois Partnerships for College and Career Success must closely coordinate their activities with the activities funded by the member EFEs and community college(s) basic state grants.

7. ACCOUNTABILITY REQUIREMENTS

Illinois Partnerships for College and Career Success must report on performance using the Perkins IV, Title II Performance Measures as well as the Perkins IV Basic State Grant Performance Measures (outlined in Perkins Section 113b) (see Section 1 for more specific information on the Perkins IV Performance Measures). Each Partnership that receives funding must enter into an agreement with the ICCB to meet minimum levels of performance for each of the required Perkins IV, Title II Performance Measures and the Basic State Grant Performance Measures.

***Partnerships for College and Career
Success
Component Forms***

Budget Process Overview

Partnership allocations can be found in Attachment 5. The Partnerships for College and Career Success Budget Worksheet form is provided in Attachment 2 to assist Partnerships in structuring an adequate and effective budget for FY 2009 federal Partnerships for College and Career Success funds. The worksheet breaks down uses of funds into nine *Expenditure*

Account categories:

1. Collaboration
2. Career Pathways – Program of Study Development
3. Professional Development
4. Equal Access for Special Populations
5. Preparatory Services
6. Coordination Requirements
7. Accountability Requirements
8. General Administration (up to 5% of total allocation)
9. Payment to Partnerships for College and Career Success Educational Partners

The first seven Expenditure Accounts relate directly to the *Partnerships for College and Career Success* Components that Partnerships will use as the basis of their annual plan (see Attachment 2). The eighth Expenditure Account, General Administration, refers to organized administrative activities that provide assistance and support to the Partnerships for College and Career Success, including activities specifically designed to provide administrative or managerial support for the Partnership and any special services provided for students. **No more than 5% of the Partnership's federal allocation may be spent on General Administration.** The ninth Expenditure Account, Payment to Partnerships for College and Career Success Educational Partners, includes transit payments to educational institutions within the Partnership.

Costs planned in these nine Expenditure Accounts should be applied to the specific Functional Expenditure Categories (salaries, supplies, etc.) provided. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/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 Partnerships for College and Career Success funds.

BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or \$2,000 (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 \$2,000 (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 signed revised budget 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?

Send budget modifications to:

ICCB

ATTN: Kristy Morelock

401 East Capitol Ave.

Springfield, IL 62701

Fiscal Year 2009 Partnerships for College and Career Success 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	Collaboration								\$0
2	Career Pathways - Program of Study Development								\$0
3	Professional Development								\$0
4	Equal Access for Special Populations								\$0
5	Preparatory Services								\$0
6	Coordination Requirements								\$0
7	Accountability Requirements								
8	General Administration**								\$0
9	Payments to Educational Partners								\$0
10	TOTAL COSTS	\$0	\$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.
- Payments to Partnership educational partners (i.e. transits) must be listed under line 8 and must be accompanied by a Transit Entity Annual Plan and Budget Worksheet (Attachment E)
- Costs planned in the nine Expenditure Accounts (i.e. the seven Partnership COMPONENTs, general administration, and payments to educational partners) should be applied to the specific Functional Expenditure Categories provided. For further, more specific expenditure definitions, please consult the July 2005 ICCB Fiscal Management Manual, available online at <http://www.iccb.state.il.us/pdf/manuals/fmm8-05.pdf>

PLEASE NOTE:

Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Partnerships for College and Career Success funds.

BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or \$2,000 (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 \$2,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

Partnership Name/Number

Signature of Partnership Director

Date

Partnership Profile Worksheet

Partnerships are required to provide information requested in the *Project Profile Worksheet*.

- 1.1 Name and address of the Partnerships for College and Career Success fiscal agent.
- 1.2 Names, addresses, phone numbers and e-mail addresses of the Partnership director and coordinator.
- 1.3 Indicate the members of the Partnerships for College and Career Success decision-making team and their affiliation (NOTE: a partnership organizational chart must be attached). At a minimum, the decision-making team must include representation from:
 - community college(s)
 - secondary school(s)
 - Education for Employment system(s)
 - private sector stakeholdersIn addition, membership should include secondary and postsecondary academic and technical instructors, counselors, and other educational and community leaders.
- 1.4 Describe the process by which consensus is achieved between partners regarding program and funding issues.
- 1.5 Describe the process by which input is sought from Partnerships for College and Career Success stakeholders (including higher education, business, labor, and parents) when developing programs.
- 1.6 Describe how the Partnerships for College and Career Success is addressing the issue of resource development and long-term program sustainability.
- 1.7 In order to be eligible to receive Partnerships for College and Career Success funds from the Partnership, the following information must be provided for each educational partner (i.e., high schools, community college and/or area career centers):
 - 1.7(A) Names and positions/teaching areas of local Partnership team members. The team must include academic and technical instructors, counselors and administrators.

**Fiscal Year 2009 Pathways Partnership Transit Entity
Annual Plan and Budget Worksheet**

PARTNERSHIP Name and Number _____

- Each transit entity receiving funds from the Pathways Partnership must complete a separate worksheet.
- Each specific activity should only be listed once. If an activity addresses more than one Component, it may be noted within the original activity description.
- Each transit entity does not necessarily have to address all seven Components.

Transit Entity FY 2009 Budget \$ _____ Transit Entity Contact Name/e-mail _____

PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS COMPONENTS	SUPPORTING ACTIVITIES	BUDGET
1. <i>Collaboration</i>		\$
2. <i>Career Pathways – Program of Study Development</i>		\$
3. <i>Professional Development</i>		\$
4. <i>Equal Access for Special Populations</i>		\$
5. <i>Preparatory Services</i>		\$
6. <i>Coordination Requirements</i>		\$
7. <i>Accountability Requirements</i>		\$

PLEASE NOTE: In addition to the Annual Plan and Budget worksheet, each transit entity must provide the names and position/teaching areas of Partnerships for College and Career Success team members from the transit entity (school, community college or area career center). The team must include academic and technical instructors, counselors and administrators.

Partnerships for College and Career Success Grant Proposal Check List

Each Partnership must submit a 4-year plan for the development and implementation of Partnership for College and Career Success programs (Title II of the Perkins Act). Annual Partnership Plan Updates will be submitted in fiscal years 2010 and 2012. A formal Partnership Plan Review will be submitted in fiscal year 2011.

The Fiscal Years 2009-2012 Partnerships for College and Career Success proposal is due to the ICCB on or before May 27, 2008. To avoid delays, please ensure that the following items are complete and included as part of your (one original and four copies):

1. Partnerships for College and Career Success Cover Sheet

Please provide the following information on the cover of your FY 2009 Career Pathways Partnership Proposal:

1. Partnerships for College and Career Success Name
2. Partnerships for College and Career Success Number
3. Partnerships for College and Career Success Address
4. Partnerships for College and Career Success Fiscal Agent (Entity Name)
5. Partnerships for College and Career Success Director Name
6. Partnerships for College and Career Success Director E-mail
7. Partnerships for College and Career Success Director Phone Number

2. Partnership Profile Worksheet

3. Partnerships for College and Career Success Component Forms

4. Fiscal Year 2009 Partnerships for College and Career Success Budget Worksheet

- General Administration Costs may not exceed 5% of the total consortium grant allocation
- Any costs listed under the Other Expenditures category must be accompanied by a description of the expense
- Budget Worksheet form must be signed by the Partnership Director

5. Fiscal Year 2009 Partnerships for College and Career Success Transit Entity Annual Plan and Budget Worksheet

- Payments to Partnerships for College and Career Success educational partners (i.e. transits) must be listed under line 8 of the Budget Worksheet and must be accompanied by a Partnerships for College and Career Success Transit Entity Annual Plan and Budget Worksheet.

ATTACHMENT 3

ICCB CTE Staff Contact Information

For information general questions or concerns regarding Partnerships for College and Career Success, please contact the Illinois Community College Board team at:
perkinsteam@iccb.org

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ATTACHMENT 4

Terms of the Grant and Deliverables

TERMS

- A. Upon receipt of the complete proposal the Partnerships for College and Career Success Director will receive an e-mail message confirming all components have been received and are being evaluated. ICCB staff will then review the proposal and contact the Partnership Director 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 to the Partnership director the *final grant agreement form* which includes all the requisite certification and assurance forms, the approved budget (including information on financial drawdown methods and other fiscal procedures), and the scope of work (as submitted in the proposal). ***The final grant agreement form must be signed by the official of the fiscal agent that is authorized to submit the proposal*** (e.g., Community College President, Superintendent, or Board Officer) ***and returned to the ICCB in order to activate the grant.*** Audits will be based on the information provided in the signed Grant Agreement.
- B. Orders for payments will be submitted to the Office of the Comptroller by the Illinois Community College Board according to the negotiated payment schedule.
- C. All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.
- D. Partnerships for College and Career Success grants are 100% funded from federal sources. Therefore, successful applicants will be subject to the provisions of Section 511 of P.L-101-166 (The "Stevens Amendment") which governs the use of federal program funds. All announcements and other materials publicizing the programs must include statements as to the amount and proportion of federal funding involved.

DELIVERABLES

Each Partnership is required to submit the following Fiscal Year 2009 reports and other deliverables by the dates indicated:

A. Fiscal Year 2009 Partnerships for College and Career Success Final Reports

By October 31, 2009, Partnerships for College and Career Success are required to submit the following final reports:

- 1) *Fiscal Year 2009 Partnerships for College and Career Success Final Programmatic Report*

The format and requirements of the Fiscal Year 2009 Partnerships for College and Career Success Final Programmatic Report will be supplied under separate cover. Four copies of the report, covering the period from July 1, 2008 - June 30, 2009, will be due to the Illinois Community College Board by October 31, 2009. The ICCB will distribute copies to the University of Illinois Office of Community College Research and Leadership (for research purposes only) and the Illinois Office Education Services (for public access and review).

- 2) *Fiscal Year 2009 Partnerships for College and Career Success Final Fiscal Report*

Final fiscal information related to the FY 2009 federal Partnerships for College and Career Success grant will be collected electronically by the ICCB in a format

to be released at a later date. This information must be submitted electronically by October 31, 2009 and followed up with a signed hard copy.

B. Secondary Partnerships for College and Career Success Student Data

Each school within the Partnerships for College and Career Success must provide data on secondary student enrollments to the Illinois State Board of Education using the Illinois Student Information System (ISIS). Signatures by local school contact and partnership directors are required on each annual submission of counts.

C. Postsecondary Partnerships for College and Career Success Student Data

Each partnership must collaborate with the community college partner(s) within the Partnership to submit data on postsecondary student enrollments to the Illinois Community College Board. Each community college within the Partnership should be submitting these data using the community college *Annual Student Enrollment and Completion Data Report (A1)*.

ATTACHMENT 5

Fiscal Year 2009 Partnerships for College and Career Success
Federal Perkins IV, Title II Allocation Table

Partnership #	Partnerships for College and Career Success	FY08 Allocation	FY 09 Preliminary Allocation
7070	Career Development System	\$86,801	\$86,734
7060	Career Preparation Network	\$64,892	\$64,842
5080	CCC/CPS	\$495,550	\$495,168
5070	Danville	\$62,167	\$62,119
7100	DAOES/COD	\$202,395	\$202,239
7030	Des Plains Valley TP	\$76,427	\$76,368
5090	Elgin CC TP	\$96,243	\$96,169
7470	ESL Regional Voc. System	\$47,399	\$47,362
7540	Franklin Co. Reg. Del. TP	\$66,591	\$66,540
7360	Heartland /McLean/DeWitt	\$88,675	\$88,607
7390	Heartland Region TP/Richland	\$66,018	\$65,967
5190	Highland Area TP	\$68,434	\$68,381
1000	IDHS/ORS	\$41,652	\$41,620
5290	IL Eastern TP Cons.	\$74,974	\$74,916
5130	Ill. Valley/SRAVTE	\$71,237	\$71,182
5300	John A. Logan TP	\$65,244	\$65,194
5250	Joliet J.C/TREES	\$133,993	\$133,890
5200	Kankakee/Iroquois TP	\$68,703	\$68,650
5010	Kaskaskia	\$65,774	\$65,723
7180	Kishwaukee Education TP	\$57,769	\$57,724
7090	Lake Co. AVS	\$157,765	\$157,643
5170	Lakeland/EIEFES	\$108,671	\$108,587
5260	Lincoln Land TP Partner.	\$132,217	\$132,115
5280	McHenry Co. TP	\$82,232	\$82,169
7050	Moraine Area Career System	\$90,137	\$90,067
7040	Morton Region TP Cons.	\$50,046	\$50,007
5120	N.W. Suburban ETC	\$129,322	\$129,222
7020	NSERVE Region TP Con.	\$107,962	\$107,879
7340	Parkland College TP	\$93,815	\$93,743
7220	Quad City/Tri County	\$93,987	\$93,914
5360	River Bend TP/Lewis & Clark	\$94,211	\$94,138
5110	RVC/CEANCI	\$103,097	\$103,017
5060	Sauk Valley/WHTSD	\$65,612	\$65,561
5310	Shawnee TP	\$56,733	\$56,689
7555	Southeastern Ill. TP Cons	\$58,476	\$58,431
5220	Southwestern IL TP	\$108,844	\$108,760
5140	Tech Prep for Central Illinois	\$131,066	\$130,965
7140	VALEES	\$91,741	\$91,670
7280	West Central Illinois	\$108,046	\$107,963
7250	West Central Reg/J. Wood	\$62,441	\$62,393
	Total	\$3,927,359	\$3,924,328
		FY08 Award	\$3,927,360
		FY09 Total	\$3,924,329
		Change	-0.08%

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