

FISCAL YEAR 2008

ILLINOIS POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN GUIDELINES



THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006



**ILLINOIS COMMUNITY COLLEGE BOARD
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FISCAL YEAR 2008 ILLINOIS POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN GUIDELINES

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*an electronic version of Appendix B - Postsecondary Perkins Budget Worksheet - may be downloaded, edited and submitted in hard copy with your FY 2008 plan. To download the file, please visit the ICCB Postsecondary Perkins website at: <http://www.iccb.state.il.us/cte.html>

INTRODUCTION

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 are working collaboratively to lay the groundwork for a smooth and successful transition to Perkins IV. Fiscal year 2008 will be a transition year – allowing the two agencies to collaboratively gather formal input from key stakeholders across the state.

A main component of this transition will be a series of system-wide Regional Meetings designed to engage critical CTE stakeholders in the transition process and discover new and innovative solutions to the challenges laid before us by the legislation. The cumulative information gathered at all of these meetings will then be turned over to a stakeholder Task Force for review. This group will be asked to distill what was discussed at all the meetings into a series of specific policy recommendations. These recommendations will provide the foundation upon which the two agencies will craft the full five-year plan for Perkins IV, which will be submitted to the US Department of Education at the end of FY 2008.

It is important to note that the one-year Perkins IV transition plan includes continued funding for the federal Tech Prep Consortia during the FY 2008 transition period.

SECTION 1

PLAN FORMAT AND NARRATIVE REQUIREMENTS

SECTION 1.1 - OVERVIEW OF PLAN PROCESS

The FY 2008 Local Plan Guidelines (covering the time period of July 1, 2007 through June 30, 2008) are divided into three main sections:

1. FY 2008 Program Narrative
2. Program Performance Objectives (NOTE: *Postsecondary Program Performance requirements will be announced at a later date*)
3. Program Budget

One original and three copies of the FY 2008 Career and Technical Education Plan Updates will be due at the ICCB (401 East Capitol Avenue, Springfield, IL 62701, ATTN: Robin Cunningham) on or before 4:30 p.m. May 21, 2007. All plan content submitted by the May 21 due date will be processed and, if sufficient information is provided, approved prior to the July 1, 2007 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 21, 2007 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 18, 2007. 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 2008 Perkins plan (one original and three copies):

1. Cover Page (including: Community College Name, Community College Number, Community College Address, and Primary Perkins Administrator Contact Information)
2. Program Narrative (Response to the *Guided Questions for Narrative Development*, pages 2-3)
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 2008 to increase the performance of CTE students and improve the quality of CTE programs will be due to the ICCB on or before October 1, 2008. See Appendix G for specific report details and reporting requirements. Final fiscal information related to the FY 2008 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 1, 2008. 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

Section 135 (Local Uses of Funds) of the new Perkins law 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 narrative, the ICCB has developed the *Guided Questions for Narrative Development*, each in three parts. The format for all of the questions is the same:

- Part A seeks information on a specific issue or set of issues related to college programs or initiatives.
- Part B seeks information on the outcomes the activities described in Part A are expected to achieve.
- Part C seeks information on the specific Perkins Postsecondary Core Indicators (see Section 2) that will be impacted by the outcomes listed in Part B (see page 5).

SECTION 1.3 - GUIDED QUESTIONS FOR NARRATIVE DEVELOPMENT

- I. IMPROVEMENT OF ACADEMIC AND CAREER AND TECHNICAL SKILLS OF CTE STUDENTS
 - A. In FY 2008, how will the college strengthen the academic and career and technical skills of students participating in CTE programs? Please describe the activities the college will implement to achieve the following goals:
 - 1A1. Integrate academics with CTE programs.
 - 1A2. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry, which may include WBL experiences.
 - 1A3. Develop, improve or expand the use of technology in CTE programs.
 - B. What outcomes do you expect to achieve through the activities described above?
 - C. Which core indicators will be impacted by the outcomes described above?

- II. COLLABORATIONS AND PARTNERSHIPS
 - A. In FY 2008, how will the college link CTE at the secondary and postsecondary level? Please describe the activities the college will implement to achieve the following goals:
 - 2A1. Develop and offer the relevant elements of CTE Programs of Study (NOTE: Programs of Study requirements are TBA. See Appendix H for more information).
 - 2A2. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.
 - 2A3. Disseminate information about CTE programs to stakeholders.
 - B. What outcomes do you expect to achieve through the activities described above?
 - C. Which core indicators will be impacted by the outcomes described above?

- III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT
 - A. In FY 2008, how will the college continuously improve the quality of CTE programs? Please describe the activities the college will implement to achieve the following goals:
 - 3A1. Develop and implement evaluations of the CTE programs, including an assessment of how the needs of special populations are being met.
 - 3A2. Initiate, improve, expand and modernize quality CTE programs.
 - 3A3. Provide services and activities that are of sufficient size, scope and quality to be effective.
 - B. What outcomes do you expect to achieve through the activities described above?
 - C. Which core indicators will be impacted by the outcomes described above?

- IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS
 - A. In FY 2008, how will the college ensure that CTE programs are accessible by members of special populations? Please describe the activities the college will implement to achieve the following goals:
 - 4A1. 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.
 - 4A2. Help members of special populations overcome barriers that may limit their opportunities for success.
 - 4A3. Assist and enable special populations to meet the State adjusted levels of performance.
 - B. What outcomes do you expect to achieve through the activities described above?
 - C. Which core indicators will be impacted by the outcomes described above?

V. NONTRADITIONAL TRAINING AND EMPLOYMENT

- A. In FY 2008, how will the college support training activities (such as mentoring and outreach) in nontraditional fields? Nontraditional fields refers to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation. Please describe the activities the college will implement to achieve the following goals:
 - 5A1. Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
 - 5A2. Help nontraditional students overcome barriers that may limit their opportunities for success.
 - 5A3. Assist and enable nontraditional students to meet the State adjusted levels of performance.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

- A. In FY 2008, how will the college offer *comprehensive* professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs? Please describe the activities the college will implement to achieve the following goals:
 - 6A1. Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
 - 6A1-a) effective integration of academics and CTE,
 - 6A1-b) effective teaching skills based on research,
 - 6A1-c) effective practices to engage stakeholders,
 - 6A1-d) effective use of scientifically based research and data to improve instruction.
 - 6A2. 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.
 - 6A3. Prepare professional development opportunities that will train faculty on the effective use and application of technology.
- B. What outcomes do you expect to achieve through the activities described above?
- C. Which core indicators will be impacted by the outcomes described above?

SECTION 1.4 - 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 2008 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 2008 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 *Guided Questions for Narrative Development* 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) along with a description and justification for the amendment.

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**ILLINOIS POSTSECONDARY CAREER AND
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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;
 - © 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;
 - © 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.

(CONTINUED)

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;

(CONTINUED)

- (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;
 - © 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 POSTSECONDARY PERKINS BUDGET WORKSHEET

FUNCTIONAL EXPENDITURE CATEGORIES (COLUMNS A-H)

	EXPENDITURE ACCOUNTS (LINES 1-8)	SALARIES	EMPLOYEE BENEFITS	CONTRACTUAL SERVICES	GENERAL MATERIALS & SUPPLIES	TRAVEL EXPENSES	CAPITAL OUTLAY	OTHER EXPENDITURES (see * below)	TOTAL
		A	B	C	D	E	F	G	H
1	Improvement of Academic/ 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**								
8	TOTAL COSTS								

*Attach a short description of any costs listed under Column G (OTHER EXPENDITURES)

** General Administration costs may not exceed 5% of the college's total allocation

All expenditures of 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.

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 _____

Authorized Official (print name) _____

Authorized Official (signature) _____

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 the 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.

Guided Question/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.

Guided Question/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.

Guided Question/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.

Guided Question/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.

(CONTINUED)

Guided Question/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.

Guided Question/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
ICCB PERKINS STAFF TEAM CONTACT INFORMATION

ICCB Address:
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Springfield IL 62701-1711
Fax: 217.785.0090

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**APPENDIX F
FISCAL YEAR 2008 POSTSECONDARY PERKINS
ANNUAL PLAN CHECK LIST**

Please provide the following information on the cover of your FY 2008 Postsecondary Perkins grant proposal:

- Community College Name
- Community College Number
- Community College Address
- Primary Perkins Contact Information (name, e-mail and phone/fax number)

One original and three copies of the Fiscal Year 2008 Postsecondary Career and Technical Education Plan must be submitted to the Illinois Community College Board by May 21, 2007. For proposal format or submission questions please contact Rob Kerr at rob.kerr@illinois.gov or (217) 785-0068.

The following items are required as part of your FY 2008 local plan submission:

- Section 1 Program Narrative
- Response to Guided Questions (pages 3-4)
- NOTE: each question has three parts
- 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
- College Information (page 3)
- Section 2 Program Performance Objectives
- Postsecondary Program Performance requirements will be announced at a later date*
- Section 3 Program Budget
- Postsecondary Perkins Budget Worksheet (Appendix B),
- _____ signed by authorized official

Submit one original and three copies of your FY 2008 plan
by May 21, 2007 to:

**THE ILLINOIS COMMUNITY COLLEGE BOARD
401 EAST CAPITOL AVENUE
SPRINGFIELD, ILLINOIS 62701
ATTN: ROBIN CUNNINGHAM**

APPENDIX G
FISCAL YEAR 2008 POSTSECONDARY PERKINS FINAL REPORTS

By October 1, 2008, 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 1, 2008
Forward the completed final programmatic report to:
The Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701
ATTN: Robin Cunningham

Please respond in full to each of the two Final Programmatic Report sections (below)

- SECTION 1: Activities and Outcomes
SECTION 2: Barriers and Best Practices

SECTION 1: Activities and Outcomes

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

- A. How did the college strengthen the academic and career and technical skills of students participating in CTE programs? Please describe the activities the college implemented to achieve the following goals:
- 1A1. Integrate academics with CTE programs.
 - 1A2. Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry, which may include WBL experiences.
 - 1A3. Develop, improve or expand the use of technology in CTE programs.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

II. COLLABORATIONS AND PARTNERSHIPS

- A. How did the college link CTE at the secondary and postsecondary level? Please describe the activities the college implemented to achieve the following goals:
- 2A1. Develop and offer the relevant elements of CTE Programs of Study.
 - 2A2. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.
 - 2A3. Disseminate information about CTE programs to stakeholders.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT

- A. How did the college continuously improve the quality of CTE programs? Please describe the activities the college implemented to achieve the following goals:
- 3A1. Develop and implement evaluations of the CTE programs, including an assessment of how the needs of special populations are being met.
 - 3A2. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
 - 3A3. Provide services and activities that are of sufficient size, scope and quality to be effective.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS

- A. How did the college ensure that CTE programs are accessible by members of special populations? Please describe the activities the college implemented to achieve the following goals:
- 4A1. 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.
 - 4A2. Help members of special populations overcome barriers that may limit their opportunities for success.
 - 4A3. Assist and enable special populations to meet the State adjusted levels of performance.
- B. What outcomes were achieved - *or do you expect to achieve* - through the activities described above?

(CONTINUED)

V. NONTRADITIONAL TRAINING AND EMPLOYMENT

- A. How did the college support training activities in nontraditional fields? Please describe the activities the college implemented to achieve the following goals:
- 5A1. Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
 - 5A2. Help members of nontraditional students overcome barriers that may limit their opportunities for success.
 - 5A3. Assist and enable nontraditional students to meet the State adjusted levels of performance.
- B. What outcomes were achieved - or do you expect to achieve - through the activities described above?

VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

- A. How did the college offer *comprehensive* professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs? Please describe the activities the college implemented to achieve the following goals:
- 6A1. Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
 - 6A1-a) effective integration of academics and CTE,
 - 6A1-b) effective teaching skills based on research,
 - 6A1-c) effective practices to engage stakeholders,
 - 6A1-d) effective use of scientifically based research and data to improve instruction.
 - 6A2. 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 internships programs that provide relevant business experience.
 - 6A3. Prepare professional development opportunities that will train faculty on the effective use and application of technology.
- B. What outcomes were achieved - or do you expect to achieve - through the activities described above?

SECTION 2: Barriers and Best Practices

- I. Please describe any barriers to success the college encountered in Perkins program activities during FY 2006.
- II. Please identify the successful CTE programs - or *Best Practices* - implemented or continued at the college in FY 2008.

Final Fiscal Report - Due October 1, 2008

Final fiscal information related to the FY 2008 federal postsecondary Perkins 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 1, 2008 and followed up with a signed hard copy.

APPENDIX H PERKINS IV PROGRAMS OF STUDY - OVERVIEW

Perkins IV emphasizes the need to connect and align secondary and postsecondary CTE programs. This goal is addressed throughout the law – and most evidently by the new requirement that all Perkins recipients offer Programs of Study.

“One of the unique attributes of vocational and technical education programs is their ability to show students a path that could end in a certificate, credential, employment, military or postsecondary education . . . Along this same track, we include a new requirement for state development of career and technical programs of study for career and technical program areas. These sequences of courses will incorporate a nonduplicative progression of both secondary and postsecondary elements which will include both academic and vocational and technical content . . . I believe this will also help drive program improvements by ensuring that states clarify the progression of academic and vocational technical courses needed for the postsecondary education, training or employment of a student’s choice.”

Representative Michael Castle (R-DE)
Floor Speech - July 27, 2006

Overview

Programs of Study:

- incorporate and align secondary and postsecondary education;
- include academic & CTE content in a coordinated, non-duplicative progression of courses;
- may include the opportunity for secondary students to acquire postsecondary credits;
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;
- identify and address current or emerging occupational opportunities;
- build on Tech Prep/career pathways;

The Law

From the *Carl D. Perkins Act of 2006*, Section 122 (c)(1)(A)

Career and technical programs of study, adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

1. incorporates secondary education and postsecondary education elements;
2. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
3. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
4. leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

**APPENDIX I
FISCAL YEAR 2008 POSTSECONDARY PERKINS
FEDERAL ALLOCATION TABLE (REVISED RELEASE)**

Community College	FY 2008 PRELIMINARY Allocation	2005-2006 Pell Count	FY 2008 REVISED Allocation	change
BLACK HAWK COLLEGE	\$441,151	2,388	\$ 441,296	\$ 145
CARL SANDBURG COLLEGE	\$254,198	1,376	\$ 254,281	\$ 83
CITY COLLEGES OF CHICAGO	\$3,536,416	19,143	\$ 3,537,577	\$ 1,161
DANVILLE AREA COMMUNITY COLLEGE	\$175,500	950	\$ 175,558	\$ 58
DUPAGE, COLLEGE OF	\$592,636	3,208	\$ 592,830	\$ 195
ELGIN COMMUNITY COLLEGE	\$281,354	1,523	\$ 281,446	\$ 92
HARPER COLLEGE, WILLIAM RAINEY	\$366,148	1,982	\$ 366,268	\$ 120
HEARTLAND COMMUNITY COLLEGE	\$264,358	1,431	\$ 264,445	\$ 87
HIGHLAND COMMUNITY COLLEGE	\$153,701	832	\$ 153,751	\$ 50
ILLINOIS CENTRAL COLLEGE	\$528,347	2,860	\$ 528,521	\$ 173
ILLINOIS EASTERN COMMUNITY COLLEGES	\$298,350	1,615	\$ 298,448	\$ 98
ILLINOIS VALLEY COMMUNITY COLLEGE	\$187,323	1,014	\$ 187,385	\$ 62
JOHN A. LOGAN COLLEGE	\$312,205	1,690	\$ 312,308	\$ 103
JOHN WOOD COMMUNITY COLLEGE	\$218,913	1,185	\$ 218,985	\$ 72
JOLIET JUNIOR COLLEGE	\$328,277	1,777	\$ 328,385	\$ 108
KANKAKEE COMMUNITY COLLEGE	\$149,637	810	\$ 149,686	\$ 49
KASKASKIA COLLEGE	\$263,250	1,425	\$ 263,336	\$ 86
KISHWAUKEE COLLEGE	\$188,432	1,020	\$ 188,493	\$ 62
LAKE COUNTY, COLLEGE OF	\$382,220	2,069	\$ 382,346	\$ 125
LAKE LAND COLLEGE	\$307,587	1,665	\$ 307,688	\$ 101
LEWIS & CLARK COMMUNITY COLLEGE	\$336,960	1,824	\$ 337,071	\$ 111
LINCOLN LAND COMMUNITY COLLEGE	\$354,140	1,917	\$ 354,257	\$ 116
MCHENRY COUNTY COLLEGE	\$137,814	746	\$ 137,859	\$ 45
MORAIN VALLEY COMMUNITY COLLEGE	\$473,480	2,563	\$ 473,636	\$ 155
MORTON COLLEGE	\$302,414	1,637	\$ 302,513	\$ 99
OAKTON COMMUNITY COLLEGE	\$245,700	1,330	\$ 245,781	\$ 81
PARKLAND COLLEGE	\$444,107	2,404	\$ 444,253	\$ 146
PRAIRIE STATE COLLEGE	\$341,024	1,846	\$ 341,136	\$ 112
REND LAKE COLLEGE	\$202,656	1,097	\$ 202,723	\$ 67
RICHLAND COMMUNITY COLLEGE	\$180,303	976	\$ 180,362	\$ 59
ROCK VALLEY COLLEGE	\$346,751	1,877	\$ 346,865	\$ 114
SAUK VALLEY COMMUNITY COLLEGE	\$162,199	878	\$ 162,252	\$ 53
SHAWNEE COMMUNITY COLLEGE	\$220,206	1,192	\$ 220,279	\$ 72
SOUTH SUBURBAN COLLEGE	\$835,010	4,520	\$ 835,284	\$ 274
SOUTHEASTERN ILLINOIS COLLEGE	\$131,533	712	\$ 131,576	\$ 43
SOUTHWESTERN ILLINOIS COLLEGE	\$683,711	3,701	\$ 683,935	\$ 224
SPOON RIVER COLLEGE	\$116,199	629	\$ 116,238	\$ 38
TRITON COLLEGE	\$426,927	2,311	\$ 427,067	\$ 140
WAUBONSEE COMMUNITY COLLEGE	\$162,384	879	\$ 162,437	\$ 53
Total	\$15,355,690	83,002	\$ 15,338,556	\$ -17,134