



POSTSECONDARY PERKINS ADMINISTRATOR COHORT MEETING



**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students



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Welcome

Jennifer Foster, Deputy Executive Director, ICCB

TODAY'S AGENDA

- Welcome and Introduction
- Perkins V Debrief and the Role of a Perkins Administrator
- Introduction to the CTE Data Dashboard
- FY 2021 – 2024 Local Application
- Working Lunch
 - Upcoming Professional Development
 - CTE Networking Directory
 - Learning Community Discussion
- Interactive Team Time
- Programs of Study Expectations Tool
- Brief discussion of FY 2020 IET Grants
- Monitoring and Grant Compliance
- Questions and Wrap-up



SETTING THE STAGE- PERKINS V

Whitney Thompson, Senior Director for
CTE

PERKINS V STATE PLAN

- Covers SFY 2021-2024
- Serves as the strategic plan for how ISBE and ICCB will carry out the vision, mission, and goals of Illinois CTE
- Equity as a foundational tenet
- Aligns with other education and workforce programs and initiatives, including ICCB goals and priorities
- Was informed by comprehensive stakeholder engagement
- Includes levers for data-driven decision making:
 - Comprehensive Local Needs Assessment (equity-driven)
 - Public-facing disaggregation
- Increases flexibility for expending funds

VISION AND MISSION

Vision: Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

Mission: Illinois' career and technical education system will promote success for students in their communities by fostering pathways that:

- Align to current and projected future industry and community needs;
- Support students to navigate and complete a personalized pathway based on their interests and goals;
- Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
- Provide targeted supports to students who have a broad range of backgrounds and skills; and
- Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

GOALS (SFY2021-2024)

1. Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credential.
2. Strengthen CTE offerings by improving access, program quality and transition points between education and workforce systems and programs.
3. Increase participation in CTE dual credit coursework.
4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
5. Recruit and retain a robust and sustainable pipeline of CTE educators.
6. Expand access to quality work-based learning for all students.

ROLE OF A PERKINS ADMINISTRATOR

1. Serve as a liaison to the ICCB for the Perkins Grant
2. Coordinate and communicate with internal and external partners concerning the Perkins Grant (e.g. fiscal, faculty, institutional research, local workforce board, etc.)
3. Serve as a partner to the Education for Employment (EFE) Directors
4. Complete all grant compliance activities in a thorough and timely manner (in consultation with others, including fiscal): budget modifications, OOST, quarterly reporting, monitoring, etc.
5. Share all pertinent memos, guidance, and resources with the appropriate staff
6. Attend all relevant trainings, professional development, and administrator meetings

ROLE OF A PERKINS ADMINISTRATOR

- Thoroughly document grant activities (for monitoring and best practice sharing)
- Be an advocate for CTE!



PERKINS ADMIN COMPETENCIES

Knowledge

- Career and technical education
- ICCB Administrative rules
- Strengthening Career and Technical Education Act for the 21st Century
- EDGAR
- Local community
- Equity
- Institutional processes

Skills

- Grant planning and writing
- Effectively Communicate
- Cultural Competence/ Responsiveness
- Interpret data to inform decision-making

Fiscal Year 2021 - 2024 Local Application

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March 10, 2020

NOW: College working with stakeholders on their CLNA

April 1, 2020: Results of the CLNA inform the goals, objectives, and activities of the Local Application

May 1, 2020: Completed CLNA and Local Application submitted

Comprehensive Local Needs Assessment

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PURPOSE OF THE CLNA

- The CLNA is designed as the foundation of Perkins V implementation at the local level- **it drives the development and implementation of the Perkins V local application**, including funding prioritization.
- Opportunity to take an in depth, holistic look at your entire local and regional CTE system and **identify areas where targeted improvements can lead to increased opportunities for student success.**
 - These are the areas to focus on when determining *annual objectives* and *long-term goals*

ADOPTING AN EQUITY LENS

- Assessing current policies and procedures and taking ownership for how current institutional practices may not be working for certain student subpopulations
- Once problems are identified, community college leaders must take **system-oriented action** to dismantle these barriers to student access and opportunity while providing varying educational resources and opportunities to rectify any inequities.

WHAT *MUST* BE INTEGRATED THROUGHOUT?

- Identified equity gaps
- Identified institutional, community, and local workforce needs
- Programs of study focus/foci
- Stakeholder input in/participation with identified activities, objectives, and goals

WHERE CAN THESE COMPONENTS BE INTEGRATED?

Use the results of your CLNA to inform the following areas of your local application:

- Performance Improvement- Do performance gaps correlate with identified equity gaps?
- Application Narrative
 - Long-term goals- Identifying what new/existing institutional policies will be created/updated
 - Annual objectives- How do these objectives align with the information gleaned from the CLNA?
 - Leveraging internal/external partners- Identifying these partners from the outset will be very helpful; the
 - CLNA process is crucial for this as you will already have these individuals at the table
 - Using goals and objectives to address uncovered equity gaps- One of the biggest takeaways from the CLNA; make sure that your goals/objectives/activities address these equity gaps
- Programs of Study- CLNA should inform those POS that will be developed/funded

REQUIRED APPLICATION MATERIALS

ITEM	DOCUMENT	COMPLETE AND INCLUDED
1	Application Cover Page	<input type="checkbox"/>
2	Performance Data Analysis	<input type="checkbox"/>
3	Performance Improvement Narrative and Plan	<input type="checkbox"/>
4	Copy of your completed Comprehensive Local Needs Assessment (CLNA) (<i>separate document</i>)	<input type="checkbox"/>
5	CLNA Outcomes Review	<input type="checkbox"/>
6	Application Narrative	<input type="checkbox"/>
7	Programs of Study Inventory	<input type="checkbox"/>
8	Uniform Budget (<i>separate document</i>)	<input type="checkbox"/>
9	Annual Work Plan (<i>separate document</i>)	<input type="checkbox"/>
10	Acknowledgement of Grant Processes document (<i>separate document</i>)	<input type="checkbox"/>

APPLICATION COVER PAGE

- **Basic Contact Information** (name, title, phone number, email)
 - Primary Perkins contact: Perkins lead contact; responsible for all communications and reporting to the ICCB
 - Secondary Perkins contact(s): Any person(s) that has/have responsibilities concerning the grant development or process
 - Grant Fiscal Contact

- **Number of students served**
 - Total number served through Perkins dollars in fiscal year 2020.
 - Note: Estimated and duplicated counts are acceptable.

- **Allocations**
 - Develop your application using your allocation amounts from fiscal year 2020.

NOTE: If there any changes to the Perkins contacts during the fiscal year, notify your institution's ICCB CTE liaison or the cte@iccb.state.il.us inbox.

APPLICATION COVER PAGE

III. APPLICATION COVER PAGE

COMMUNITY COLLEGE NAME:			
UPCOMING FISCAL YEAR:			
NUMBER OF STUDENTS SERVED IN PREVIOUS FISCAL YEAR			
UPCOMING FISCAL YEAR ESTIMATED ALLOCATION			
PRIMARY PERKINS CONTACT			
This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.			
NAME			
TITLE			
TELEPHONE		EMAIL	
SECONDARY PERKINS CONTACT			
Secondary Perkins Contact(s) are any persons who oversee or have multiple responsibilities related to the grant development and/or process. Cannot be the same contact as above. Please add spaces for additional persons.			
NAME			
TITLE			
TELEPHONE		EMAIL	
GRANT FISCAL CONTACT			
Cannot be either of the individuals listed above.			
NAME			
TITLE			
TELEPHONE		EMAIL	

Accountability

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PERFORMANCE DATA ANALYSIS

Conduct a data analysis at your institution.

- Disaggregate data by:
 - student populations
 - special populations
 - each core indicator according to CTE programs, programs of study, or Career Cluster.
- The following table shows each of the three core indicators of performance, as well as the state-determined levels of performance (SDLPs) for fiscal years 2021, 2022, 2023, and 2024. (*draft form*)

PERFORMANCE DATA ANALYSIS

PERFORMANCE DATA ANALYSIS												
Performance Indicator	Fiscal Year 2021			Fiscal Year 2022			Fiscal Year 2023			Fiscal Year 2024		
	SDLP	ALP	+/-	SDLP	ALP	+/-	SDLP	ALP	+/-	SDLP	ALP	+/-
1P1: Postsecondary Retention and Placement	69.00%			69.40%			69.80%			70.40%		
2P1: Earned Recognized Postsecondary Credential	70.10%			70.50%			70.90%			71.30%		
3P1: Nontraditional Program Enrollment	09.60%			09.80%			09.90%			10.10%		

[SDLP: State Determined Level of Performance; ALP: Actual Level of Performance; +/-: Difference of the two]

PERFORMANCE IMPROVEMENT NARRATIVE

Describe existing gaps or disparities in performance for each subpopulation.

- Describe activities that will address those gaps. Utilize the Performance Improvement Plan (PIP) table below to identify these activities and the corresponding performance indicator that is being negatively affected.
- Do these gaps in performance correlate with the equity gaps uncovered throughout the CLNA process? Please elaborate.
- If, after three years' time, the gaps continue to exist, describe what additional actions will be taken to eliminate those gaps and disparities.

PERFORMANCE IMPROVEMENT PLAN

- **PERFORMANCE INDICATOR**- Address **each** of the underperforming Performance Indicators.
- **ACTIVITIES**- Include a minimum of one improvement activity for each performance indicator.
 - Identify the subpopulation(s) you will be targeting for each performance indicator.
 - Target demographics and special populations that are negatively impacting overall performance in a given area.
 - **Must include all activities within the Program Narrative.**
- **RESOURCES**- Specify the amount of Perkins resources that will be expended on the activity.
- **EXPECTED OUTCOME**- Include one expected outcome for each indicator, not each activity.
 - Must be measureable
 - Must reflect change in the deficient measure

PERFORMANCE IMPROVEMENT PLAN

PERFORMANCE IMPROVEMENT PLAN			
Fiscal Year:			
Instructions: After reviewing the relevant data, use the matrix below to describe how the college will increase performance for each area. Activities should be measurable, limited in number, and target the particular special populations who are performing below the SDLP and the college's aggregate student performance. Identify the special populations and other subpopulations, if applicable, you are targeting for each activity.			
PERFORMANCE INDICATOR	ACTIVITIES	PERKINS RESOURCES	OUTCOMES
	1		
	2		
	1		
	2		
	1		
	2		
	1		
	2		
	1		
	2		
TOTAL PROPOSED EXPENDITURES		\$	

CLNA OUTCOMES REVIEW

- In addition to providing a copy of your completed CLNA, you must complete the CLNA Outcomes Review
- For each component identify what data as used and what equity gaps were uncovered and provide a narrative overview of the results of that component and a high-level summary of your plan of action for addressing any identified gaps
- Questions to consider:
 - Describe the equity gaps that you uncovered
 - Were you surprised by any results?
 - Was stakeholder input helpful in this process?
 - What institutional processes were used in conducting your assessment?

NOTE: this information must be represented somewhere within your application narrative and/or annual work plan

CLNA OUTCOMES REVIEW

REQUIRED COMPONENT	WHAT DATA WAS USED?	WHAT EQUITY GAPS WERE UNCOVERED?
1. Progress toward equity and access		
2. Enhancing student performance		
3. Recruitment, retention, and training of CTE educators		
4. Labor market alignment		
5. Program size, scope, and quality		
6. Progress toward implementing programs of study		
<u>Narrative Review</u> Next to each of the required CLNA components, provide a narrative overview of the results of that component and a high-level summary of your plan of action for addressing any identified gaps. Questions to consider: what were the equity gaps that you uncovered? Were you surprised by any results? Was stakeholder input helpful in this process? What institutional processes were used in conducting your assessment? <i>Please note that this information must be represented somewhere within your application narrative and/or annual work plan.</i>		
1. Progress toward equity and access		
2. Enhancing student performance		
3. Recruitment, retention, and training of CTE educators		

APPLICATION NARRATIVE

- Spans grant fiscal years 2021 – 2024
- May be submitted in a separate document/table/form, etc.
- Will have the opportunity to *update* (not drastically change) the narrative annually
- You must incorporate the outcomes from your CLNA into your application narrative
- **Think BIG PICTURE! Think long-term planning!**

APPLICATION NARRATIVE

Six concentration areas:

1. Work-based Learning
2. Career Exploration, Development, and Guidance
3. Supporting Special Populations Students
4. Early College Credit
5. Enhanced Curriculum and Instruction
6. Recruitment, Retention, and Professional Preparation, Development, and Training

APPLICATION NARRATIVE

The following components **must be addressed for each question:**

1. Long-term goals
 - Describe how the college's goals align to Illinois' State Plan goals.
 - What new/existing institutional policies will be created/updated?
2. Annual objectives (FY21, FY22, FY23, FY24)
 - How do these objectives align with and how are they supported by the information gleaned from your CLNA?
 - How do these objectives support your long-term goals? How will they help Illinois achieve its goals described in the State Plan?
3. What support services or other institutional services will be utilized?
4. What internal/external partners will be leveraged?
5. How will the identified goals and objectives inform any uncovered equity gaps?

APPLICATION NARRATIVE

- In addition to the Application narrative, colleges will be required to submit an Annual Work Plan.
- Requires the college to outline the specific activities that will ensure the attainment of each annual objective, as well as contribute to long-term goals
 - A bit more similar to the ghost of Perkins plans past
- Colleges must also submit an annual Uniform Budget

Application Narrative Continued...

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Programs of Study

DEFINITION

- Defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:
 - ✓ Incorporates challenging State academic standards
 - ✓ Addresses both academic and technical knowledge and skills, including employability skills
 - ✓ Aligns with the needs of industries in the economy of the State, region, Tribal community, or local area
 - ✓ Progresses in specificity beginning with all aspects of an industry of career cluster and leading to more occupational-specific instruction
 - ✓ Includes multiple entry and exit points that incorporate credentialing
 - ✓ Culminates in the attainment of a recognized postsecondary credential

PROGRAMS OF STUDY NARRATIVE

1. Provide a description of any new programs of study that will be developed and submitted to the State for approval. Address all six requirements of a program of study, identifying what currently exists and what needs to be created or implemented.
 - a. How did the local needs assessment inform the selection of CTE programs and activities selected to be funded?
 - b. How will these program(s) be aligned to the local/regional labor market?
 - c. Provide specific information regarding how the program(s) will fit into a career pathway.
 - d. Include if the program of study includes an industry recognized credential
 - e. For any programs of study that have not yet been approved by the ICCB, please complete the Programs of Study Approval Application (*available spring 2020*)

PROGRAMS OF STUDY NARRATIVE

2. Describe how your CTE programs of study meet the State's size, scope, and quality criteria. For those that do not, describe how the college is working toward meeting those criteria. *Utilize the findings from section six of your CLNA.*
3. Describe how students, including students who are members of special populations, will learn about CTE course offerings and whether each course is part of a CTE program of study.

PROGRAMS OF STUDY NARRATIVE

4. Provide a list of all fully developed programs of study.
 - As opposed to years past, the POS Inventory should only be completed for POS developed to date
 - Utilize the [Programs of Study Expectations Tool](#)
 - Complete the Programs of Study Inventory
 - Title of the POS
 - List of all partner high schools
 - Does it meet the minimum expectations and quality standards? (POS Expectations Tool)
 - Provide an update on the progress/changes that have occurred
 - Detail specific areas in need of improvement for those that do not meet the minimum expectations and quality standards
 - How does the POS fit into a career pathway?
 - Does the POS meet the State's size, scope, and quality definition?

PROGRAMS OF STUDY INVENTORY

PROGRAMS OF STUDY INVENTORY				
All programs of study listed in this document must have been approved by the ICCB through the Programs of Study Application Process (coming Spring 2020).				
FISCAL YEAR				
PROGRAMS OF STUDY DEVELOPED TO DATE				
PROGRAM OF STUDY TITLE <i>(Add additional rows as necessary)</i>	PARTNER HIGH SCHOOL(S)	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	NARRATIVE 1) Provide an update on the progress related to each program of study. 2) For any program of study that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement and how your plan to address those needs. 3) Include how the program of study fits into a career pathway. 4) Does the program of study meet the State's size, scope, and quality definition?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

UNIFORM BUDGET

- **Contains 10 Expenditure Account Categories**
 - Personnel (200.430)
 - Fringe Benefits (200.431)
 - Travel (200.474)
 - Equipment (200.33/ 200.439)
 - Supplies (200.94)
 - Contractual Services (200.318)
 - Consultant/Professional Services (200.459)
 - Training and Education (200.472)
 - Other
 - General Administration – may not exceed 5% of the total Federal allocation per Perkins Section 135(d).
- **Cross-check the budget with the Application Narrative.**
 - All Perkins funded activities should be briefly described in the budget.

UNIFORM BUDGET

Section B - Budget Worksheet & Narrative

1). Personnel (Salaries & Wages) (2 CFR 200.430) –List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project and length of time working on the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization. Include a description of the responsibilities and duties of each position in relationship to fulfilling the project goals and objectives in the narrative space provided below. Also, provide a justification and description of each position (including vacant positions). Relate each position specifically to program objectives. Personnel cannot exceed 100% of their time on all active projects.

Work Plan Activity Number	Name	Position	Computation				Cost
			Salary or Wage	Basis (Yr./Mo./Hr.)	% of Time	Length of time	
							\$ -
							\$ -
							\$ -
							\$ -
						Total Personnel	\$ -

Identify the WP Activity Number

Provide a brief narrative description of each

Describe the duties of each personnel as it relates the salaries and wages charged to the grant.

Personnel Narrative:

UNIFORM BUDGET: FAQ

- **WIOA expenses for infrastructure and shared systems costs** **must** be listed under General Administration and are therefore capped at 5% of your Perkins allocation.
- **Tutors** can be listed under Personnel or Contractual and can be listed separately or as an aggregate. Paraprofessional tutors should be listed separately.
- **Faculty stipends** typically fall within the Contractual Expenditure category. However, some colleges categorize stipends under Personnel (salary and wages). Please check with your local business office.
- **Printing costs** can be categorized under either General Administration or Supplies.

UNIFORM BUDGET: FAQ

Determining Supplies vs. Equipment

- **Equipment** is defined as an article of tangible personal property that has a **useful life of more than one year** and a **per-unit acquisition cost which equals or exceeds \$5,000** (2 CFR 200.33). Items which do not fall under these guidelines are typically classified as supplies. Generally, **supplies** include any **materials which are expendable or consumed during the course of the grant year** or items **under \$5,000** regardless of their useful life. Such items include: office supplies, postage, training materials, books, and computing devices. (2 CFR 200.94)
- Colleges can have a lower threshold for classifying equipment, but **not** a higher threshold.
- Equipment purchases should be detailed in the Equipment Narrative, otherwise future ICCB approval will be needed.

UNIFORM BUDGET: FAQ

Travel

- ALL travel should be detailed in the Travel tab, including out of state travel.
 - Out of state travel requires additional details (*dates and location of travel, thorough conference description, expected outcomes of travel, expenditure amounts*). **If these details are not available at the time of plan submission, the college will be required to complete an Out of State Travel request form.**
- Student travel: Perkins V includes more flexibility pertaining to local uses of funds to assist career and technical student organizations. Perkins funds can be used to support Career and Technical Student Organizations (CTSOs) and specifies that such funds can be used for student preparation and participation in technical skills competitions aligned with CTE program standards and curriculum. Supported costs may include conference/meeting expenses and travel expenses(in or out of state).
- International travel is unallowable.

OUT OF STATE TRAVEL REQUEST FORM

ILLINOIS COMMUNITY COLLEGE BOARD
FY 2021 Out of State Travel Request Form

DESCRIPTION	
COLLEGE	
CONTACT INFORMATION (Name, Title, Phone, Email)	
ATTENDEE NAME/TITLE	
AMOUNT REQUESTED	
REASON FOR TRAVEL Include the conference/event title, dates, and location.	
CONFERENCE/EVENT DESCRIPTION The description provided should be extremely specific and detailed.	
EXPECTED OUTCOME What information or experience will be gained? Will information be shared upon return?	
TRAVEL REFERENCE IN PERKINS PLAN If not referenced, identify where this would appropriately fit. Complete a budget modification if necessary.	

ILLINOIS COMMUNITY COLLEGE BOARD
FY 2021 Out of State Travel Request Form

BUDGET		
BUDGET CATEGORY	AMOUNT	DESCRIPTION
TRAVEL		
CONFERENCE RATE/ EVENT FEE		
LODGING		
PER DIEM		
OTHER		
TOTAL		

BUDGET MODIFICATIONS: Grantees are allowed to make modifications up to ten percent (10%) or \$1,000 (whichever is higher) of any specific line, prior to seeking approval. **Modifications that are greater than ten percent (10%) or \$1,000 (whichever is higher) of any specific line OR require a major change in scope, require the submission of a budget modification request. All requests regarding budget modifications should be submitted to:** cte@iccb.state.il.us.

By submitting this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures and disbursements made with these funds are for the purposes and objectives set forth in the terms and conditions of the applicable Federal or State award or program participation agreement. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (2 C.F.R. 200.415)

COMPLIANCE WITH WIOA

- **Federal alignment of Perkins V and WIOA**
 - Local planning occurring now...alignment and partnership opportunities
- **At a minimum**, Perkins grantees are required to provide access to information about programs and services at the One-Stop through *direct linkage*.
 - Direct Linkage: providing direct connection at the one-stop center, within a reasonable time, by phone or through a real-time web-based communication to a program staff member who can provide meaningful information or services to the customer. It cannot exclusively be providing a phone number or computer website or providing information, pamphlets, or materials. (20 CFR Part 678.305).

FY2021-2024 Planning and Budget Negotiations

March 31	• Regional/local plans due to State
April 15	MOU Report of Outcomes due to State
June 30	<ul style="list-style-type: none">• Final MOU/budgets due to the State• State review of regional/local plans complete, and feedback provided

Team Time!

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Rules of Engagement

1. Introduce yourself!

Name, title, role,
how long you've
been engaged in
Perkins

2. What is working?

3. What isn't working?

4. What do you need help with?

Illinois Eastern
Rend Lake
Southeastern
Shawnee
John A. Logan
Spoon River
Carl Sandburg
John Wood
Danville
Illinois Valley

SWIC
Kaskaskia
Lake Land
Lincoln Land
Illinois Central
Heartland
Richland
Parkland
Black Hawk
Lewis and Clark
Kankakee

City Colleges
Triton
College of DuPage
Joliet
Prairie State
Harper
South Suburban
Morton
Elgin

Sauk Valley
Highland
Rock Valley
McHenry
Lake County
Waubonsee
Kishwaukee
Oakton
Moraine Valley

Integrated Education and Training

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Angela Gerberding, ICCB

INTEGRATED EDUCATION AND TRAINING (IET)

- Defined in WIOA
- Called out in the Perkins Act and identified as a priority in the Perkins V Plan
- Part of ICCB's goals is dedicated to growing CTE opportunities with all students, including those without a high school diploma or its equivalence.
- ICAPS is Illinois' IET quality model
- IET is beneficial because it increases education levels in local communities, increases enrollment, and addresses local skills shortages

THREE REQUIRED COMPONENTS

(1) Adult Education and Literacy

- Aligns with College and Career Readiness Standards
- Demonstrates contextualization/integration of instruction (support classes)

(2) Incorporation of Workforce Preparation Activities

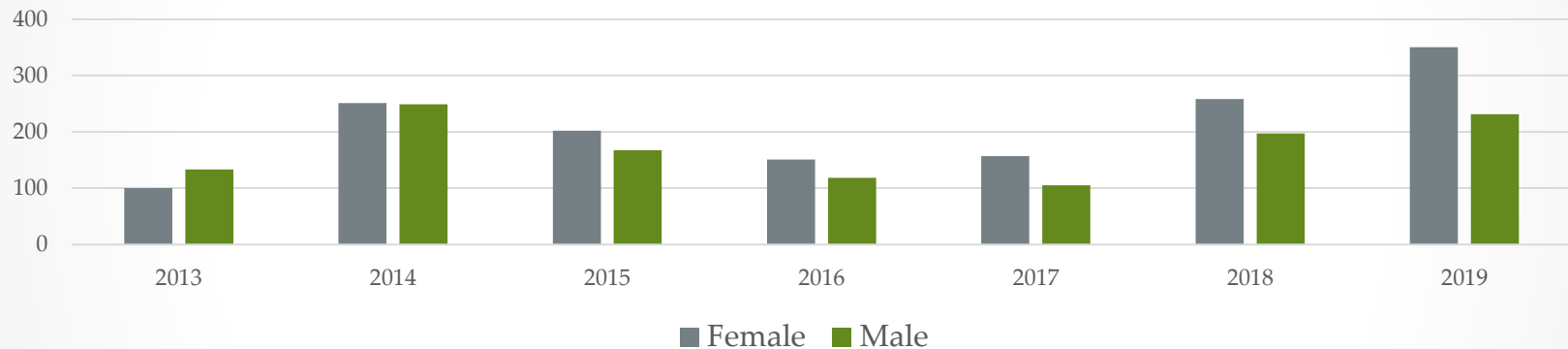
- Employability Skills
- Digital literacy and technology skills

(3) Incorporation of Workforce Training

- Occupational skill training
- Skills upgrading and retraining
- Customized training with committed employers
- On-the-job training (i.e. internships and apprenticeships)
- Transitional Jobs
- Entrepreneurial training

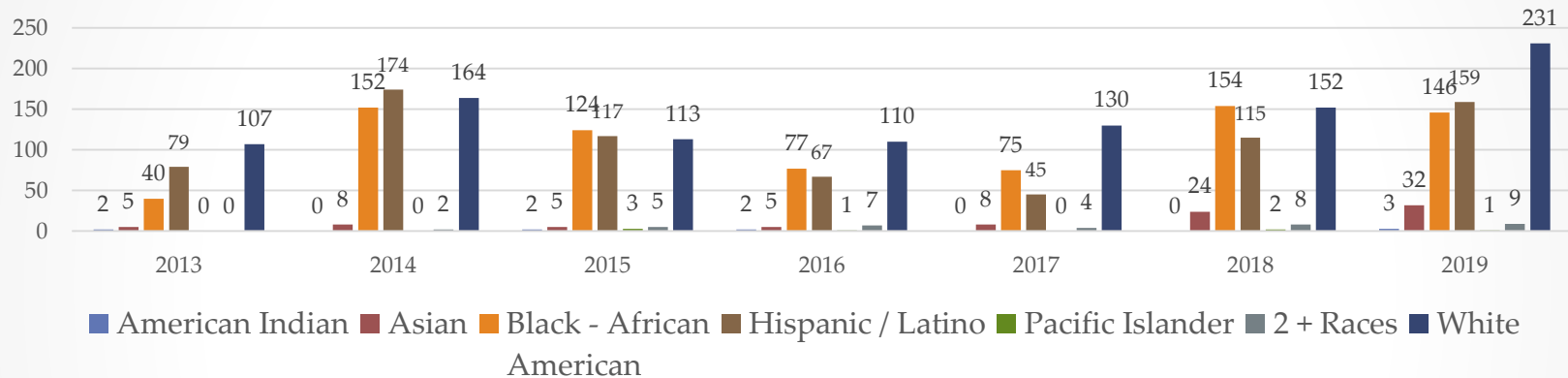
LANDSCAPE OF IETs (FY13-19)

Gender of ICAPS Certificate Earners



From the table, it is apparent that females have outnumbered males every year in certificate earners that ICAPS has been offered, except for the very first year. However, the two genders have been within approximately 50 of each other (except in 2019), so not really an abundance either direction any year. This also suggests that the ICAPS programs have been offered in a variety of pathway areas.

Ethnicity of ICAPS Certificate Earners



The three most populous races are white, Black/African America, and Hispanic/Latino in descending order. These mirror the Illinois general population. The Asian population has steadily increased over these 7 years. The Black/African American population seems to have two levels of earners of certificates – about 75 and about 150. But the number goes up and down. Hispanic/Latinos have also fluctuated over this span of time. The White population has wavered from about 110 to approximately 160 over the first six years. This past year, that number jumped significantly into the 230 range.

Age Groups of ICAPS Certificate Earners

Year	17-20	21-24	25-30	31-39	40-55	Over 55	Grand Total
2013	50	45	25	49	57	7	233
2014	76	97	103	127	90	7	500
2015	77	52	79	86	72	3	369
2016	60	45	49	61	51	3	269
2017	55	48	58	48	49	4	262
2018	88	92	86	96	73	20	455
2019	98	109	103	129	124	18	581
Grand Total	504	488	503	596	516	62	2,669

The 31-39 age group is consistently the largest group of certificate earners, except for 2017. This may lead to programmatic considerations of how marketing is occurring. Additionally, the Over 55 crowd has seen significant increase in the last two years.

MOST COMMON CERTIFICATES EARNED FY13-19

2,669 certificates over these 7 years

2 most common areas:

- ✓ Manufacturing (e.g. welding, CNC operator, automotive)
- ✓ Health Services (e.g. CNA, dental office assistant, phlebotomy)

Other areas where certificates were earned:

- ✓ Early Childhood Education
- ✓ Office Administrative Skills
- ✓ General job/employability skills
- ✓ Information Technology

FY2020 IET GRANT RECIPIENTS

ICCB awarded 10 colleges up to \$20,000 to either **develop a new IET program** or **scale a current IET program**.

- ✓ **Logistics:** Harper College, Joliet Junior College
- ✓ **Education:** Morton College
- ✓ **Information Technology:** Harry S Truman College
- ✓ **Manufacturing:** John A. Logan College, Lake Land College, Rend Lake College
- ✓ **Health Sciences:** Illinois Central College, Illinois Valley Community College, Malcolm X College

Postsecondary Perkins Monitoring

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UPDATED MONITORING PROCEDURES

- Monitoring will still utilize a risk-based assessment.
- The risk-based assessment determines a grantee's risk designation.
- Risk is assessed based on fiscal and programmatic factors. Those factors are still being fleshed out.
- General timeline: we hope to produce a monitoring “schedule” by the beginning of April, with the first visits being scheduled by the end of April.

MONITORING PROCEDURES

- **On-Site Visit:** *Grantee's institutional risk score was in the top 20% of all ICCB grantees.* Grantees designated as “elevated risk” will receive an on-site visit from ICCB fiscal and program staff for a review of all grants awarded to the grantee by the ICCB during the applicable monitoring period.
- **Targeted Technical Assistance:** Grantee's will receive targeted technical assistance via desk review or phone conference as it relates to all grants awarded by the ICCB. There will no longer be a moderate or low risk level.

PROGRAMMATIC MONITORING SPECIFICS

- **Elevated risk** grantees will be required to complete the self-assessment portion of the Monitoring Tool and submit documentation specific to the Documentation Checklist. Grantees will receive a joint Final Monitoring Report.
- **Targeted Technical Assistance** grantees will receive targeted technical assistance to discuss the previous fiscal year's grant, as well as any questions or concerns they have regarding the current year's grant. Grantees will not receive a formal monitoring report.

NOTE: Perkins programmatic monitoring for onsite monitoring visits closely mirrors the previous monitoring process in terms of requested documentation and review procedures.

WHAT GRANTS WILL BE MONITORED?

- The risk-based monitoring system **applies to all grants you receive through the ICCB**. Thus, your ICCB CTE liaison will be monitoring your previous year's Perkins Basic grant, **as well as** any Perkins Title I Leadership grants your institution received.
 - If the Perkins Administrator is not the contact for a specific Leadership grant, then the applicable person(s) will be contacted.
- All Title I Leadership grants will be monitored in accordance with their respective scope, assessment, and deliverable outcomes. Requested information could include the following:
 - ✓ Budgetary and reporting items
 - ✓ Applicable performance outcomes
 - ✓ Required grant deliverable outcomes
 - ✓ Supplemental documentation specific to the grant and/or grantee

MONITORING: TIMELINE AND PROCESS

1. The college is notified of the impending visit approximately **one and a half months** prior. With this notification, the college receives the Programmatic Monitoring Tool and the Documentation Checklist information.
2. The self-assessment portion of the Programmatic Monitoring Tool is completed and submitted back to the ICCB approximately **two weeks** prior to the visit.
3. After reviewing the self-assessment, the applicable fiscal year's Perkins plan, and other reports, supplemental documentation may be requested.
 - a. The aforementioned supplemental documentation and information from the Documentation Checklist is made available during the on-site review or can be submitted prior to the visit.
4. On-site visit/desk review occurs. On-site visits will typically be conducted jointly with ICCB fiscal staff.
5. A consolidated fiscal and programmatic Final Monitoring Report is issued by the ICCB within **30-45** calendar days after the conclusion of the visit. This report will outline all advisory recommendations and compliance findings.
6. Compliance findings will require the college to submit a corrective action plan within a specified amount of time.

Submissions, Requests, and Reporting

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APPLICATION SUBMISSION PROCESS

- **April 15- Extension Request Due**
 - Requests will be considered on a case-by-case basis
 - The request must include the reason for extension
 - **Granted extensions will not exceed seven days past May 1st**
 - Submit to cte@iccb.state.il.us
- **May 1- Application Due**
 - Plan must be submitted by 5:00 p.m.
 - Submit Local Application to cte@iccb.state.il.us with the subject line, “COLLEGE NAME, FY2021-2024 Local Application”
 - A confirmation email will be sent to the Perkins contact upon receipt of the Application by May 6, 2020
- **May 30- Complete Risk Assessments**
 - Internal Controls Questionnaire
 - Programmatic Risk Assessment
- **July 1- ICCB will approve the application and budget, barring major revisions, unfinished sections, or unallowable expenditures.**
- **NOTE: Expenditures may not begin until the college receives approval of their submitted Application and shall not begin before July 1, 2020**

REPORTING REQUIREMENTS

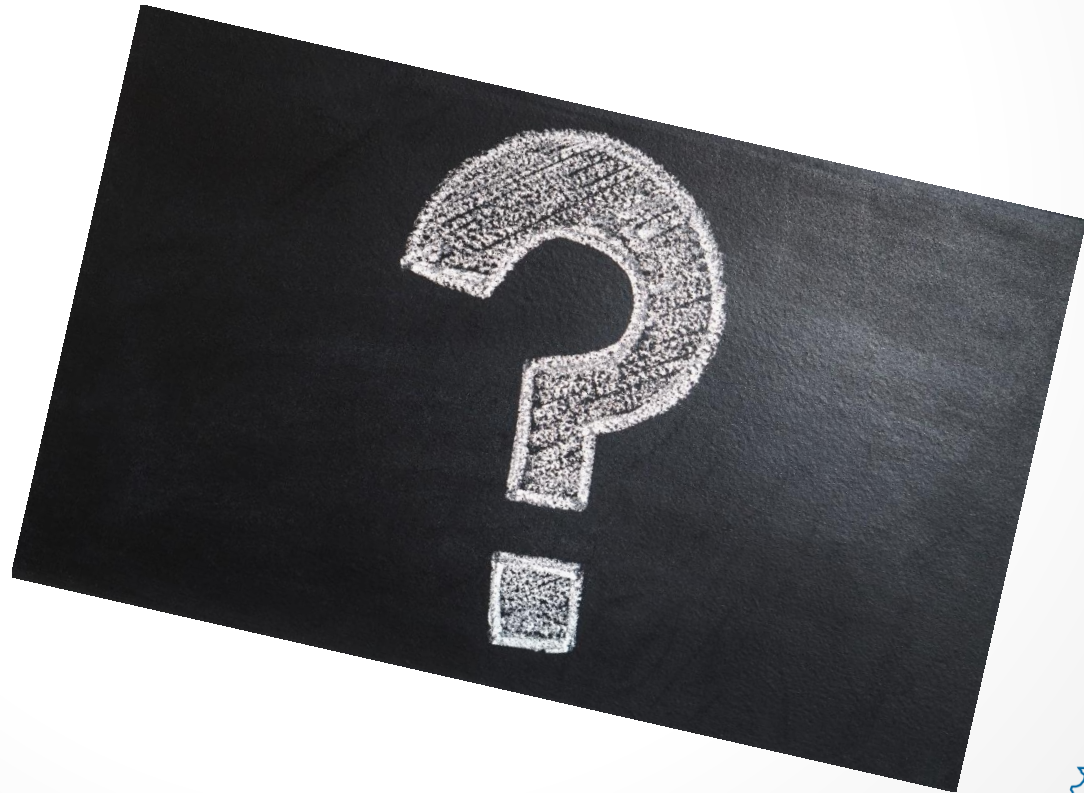
- Quarterly Reporting (Pursuant to EDGAR guidelines)
 - Recipients are required to submit quarterly reports
 - Report template will be released at a later date
 - **Reports due 30 days after the end of each quarter** and should be submitted to cte@iccb.state.il.us
- Grantees are required to submit a Fiscal Expenditure Close-Out Report 60 calendar days following the end of the grant period.
 - Due on **August 30, 2021**
 - Submit to Patrick Walwer: patrick.c.walwer@illinois.gov

QUARTERLY REPORTING SCHEDULE		
REPORT	PERIOD	DUE DATE
Quarter 1	July 1 – September 30	October 30
Quarter 2	October 1 – December 31	January 30
Quarter 3	January 1– March 31	April 30
Quarter 4/Final Report	April 1 – June 30	July 30

BUDGET MODIFICATIONS

- **Colleges must submit a budget modification if:**
 - A project needs to make major adjustments
 - A modification is greater than ten percent (10%) or \$1,000 (whichever is higher) of any specific line
 - Modifications will be accepted no later than **May 30, 2021**.
- To request a budget modification, colleges must submit the following:
 - ✓ Budget Modification Request Form (last tab of the Uniform Budget Spreadsheet);
 - ✓ A revised Uniform Budget, specifically highlighting the revised areas; and,
 - ✓ A signed Certification (located at the bottom of the Form)
- Modifications must be submitted and approved **prior to any expenditure of funds**. Modifications submitted after an expenditure of funds has occurred will not be retroactively approved.

What Questions do you Have?



CONTACT INFORMATION AND RESOURCES

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Resources

- [ICCB CTE Website](#)
- [Perkins Guidelines and Application](#)
- [Perkins V Information and Resources](#)
- [Postsecondary CTE Grant Manual](#)