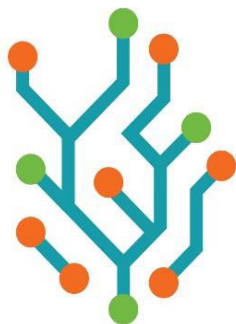




CARL D. PERKINS POSTSECONDARY CAREER & TECHNICAL EDUCATION

GRANT MANUAL



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Illinois Community College Board — Updated December 2019

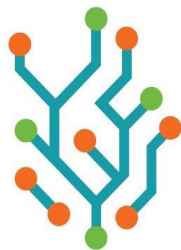


TABLE OF CONTENTS

INTRODUCTION.....	1
SECTION 1: FUNDING & REQUIREMENTS	2
1.1 Grant Agreements	
1.2 Reporting	
1.3 Program Approval	
1.4 Use of Funds	
1.5 Local Needs Assessment	
1.6 Frequently Asked Funding Questions	
SECTION 2: LOCAL PLAN	15
2.1 Perkins Administration	
2.2 Local Plan Guidelines	
2.3 Budget Modification Process	
SECTION 3: DATA & ACCOUNTABILITY	23
3.1 Perkins Online Data System (PODS)	
SECTION 4: THE SIX GUIDING PRINCIPLES	27
4.1 Leadership, Organization and Support	
4.2 Access, Equity and Opportunity	
4.3 Alignment and Transition	
4.4 Enhanced Curriculum and Instruction	
4.5 Professional Preparation and Development	
4.6 Program Improvement and Accountability	
SECTION 5: PROGRAMMATIC MONITORING	44
SECTION 6: FISCAL MONITORING	48
SECTION 7: CIVIL RIGHTS REVIEWS	54
APPENDICES	57

This handbook is designed to be a guide in developing, submitting and administering the Perkins grant provided by the Strengthening Career and Technical Education for the 21st Century Act. It is intended to be utilized as a reference tool only and is subject to revision. Please contact the Illinois Community College Board CTE staff with specific grant-related questions or concerns (See Appendix A).



INTRODUCTION

On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Perkins V focuses state and local efforts on continuously improving programs to facilitate the academic achievement of Career and Technical Education (CTE) students by:

- strengthening the connections between secondary and postsecondary education;
- restructuring the way stakeholders, high schools, community colleges, universities, business and parents work together; and
- increasing state and local accountability standards.

The intent of Illinois postsecondary career and technical education is to provide students with the skills and knowledge necessary to excel in the global economy as outlined in the State Plan required by Section 122 of the Act. Perkins V created a paradigm shift in the expectations and opportunities provided by CTE. Through the Programs of Study (POS) model, career and technical education equips students with the foundational knowledge to explore a cluster of occupations and careers. As a student evolves through their educational experience, their focus is narrowed to a particular program. This process allows students to transition seamlessly while providing them with hands-on exploration, rigorous academics and the support necessary to succeed.

ILLINOIS COMMUNITY COLLEGE BOARD CTE STAFF

Whitney Thompson
Senior Director for CTE
whitney.thompson@illinois.gov
217.558.0318

Natasha Allan
Director for CTE
MOA Coordinator
natasha.allan@illinois.gov
217.785.0139

Associate Director for CTE Compliance
Vacant

Melissa Andrews
Associate Director for CTE
melissa.andrews@illinois.gov
217.785.0068

Nicole Joerger
Associate Director for CTE
nicole.joerger3@illinois.gov
217.524.9119

Deja Lockett
Research Analyst for CTE
deja.lockett@illinois.gov
217.785.0028



SECTION 1: FUNDING & REQUIREMENTS

ELIGIBILITY

To receive federal Postsecondary Perkins Title I funds, an institution must meet the definition of an “eligible institution or recipient” as defined by Section 3 (20a-21b) of the Strengthening Career and Technical Education for the 21st Century Act. All public Illinois community colleges are eligible to receive Postsecondary Perkins funding. Under Perkins V, recipients of federal Perkins funds are required to submit a four-year application, along with an annual budget with that respective year’s allocation. Additionally, every two years, colleges will be required to complete a Comprehensive Local Needs Assessment (CLNA). The application and CLNA are discussed at length later on in this document.

ALLOCATION

As outlined in Perkins V, states must allocate at least 85 percent of funds to eligible recipients by formula allocation. Up to ten percent of the funds can be used for leadership activities and up to five percent can be used for administration.

In Illinois, federal Perkins Title I funds are divided 60/40 between the secondary and postsecondary career and technical education systems where administration is shared between the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB). The 57 Education for Employment (EFE) regions receive funds from ISBE to support secondary CTE programs, and the 39 community college districts receive funds from the ICCB to support postsecondary CTE programs.

After the state receives the total allocation, the ICCB utilizes a formula based on CTE Pell count to divide and disseminate Perkins funds among the community colleges. Each year, allocations are released after the Governor has signed the state budget passed by the Illinois General Assembly. Although the ICCB aims to release the notice of allocation amounts prior to the Perkins plan submission deadlines, it is not always feasible due to prolonged budget processes. Colleges are notified via email about the release of allocations. The allocation notice can also be found at www.iccb.org/cte/?page_id=13.

LEADERSHIP FUNDS

The ICCB administers other grant opportunities that support postsecondary CTE in Illinois, many of which are made available through Title I Leadership funds. These grants are both competitive and non-competitive in nature, and are offered at various times throughout the year and have specific, targeted purposes.

Per the Government Accountability and Transparency Act (GATA) regulations, a notice of funding opportunity (NOFO) will be posted for 45 days on the GATA Grantee Portal and disseminated to all eligible recipients for all competitive grants.

Section 1.1: Grant Agreements

UNIFORM GRANT AGREEMENTS

Following the ICCB's approval of the submitted application and budget, the grantee receives a uniform grant agreement that must be signed by the grantee as well as the ICCB. The scope, deliverables, funding processes, and deadlines are detailed throughout the contract. It is important that both the fiscal and programmatic contacts at the college be familiar with the contract language and requirements. For more guidance regarding the uniform grant agreement and the **Grant Accountability and Transparency Unit's (GATU)** processes and forms please see; <https://www.illinois.gov/gov/budget/Pages/GrantAccountability.aspx>

ACCESSING FUNDS

Federal funds shall be disbursed to the grantee on a reimbursement basis. Final payment requests must be submitted no later than August 1st of the following fiscal year. For additional guidance on accessing and managing grant funds, grantees should refer to their contractual agreement.

FUNDING DEADLINES

To ensure reimbursement, both fiscal and programmatic administrators should be conscious of funding deadlines. These deadlines are specific to the Perkins grant; deadlines for other grant opportunities made available by the ICCB may vary.

June 30th - Grant funds must be obligated.

June 30th - Goods/products must be ordered, and services must be rendered.

August 1st - Grant funds must be requested.

August 31st - Grant funds must be expended and all goods/products received.

FOR MORE INFORMATION REGARDING GRANT AGREEMENTS, CONTACT:

Whitney Thompson

Senior Director for Career and Technical Education

whitney.thompson@illinois.gov

217.558.0318

Section 1.2: Reporting

REPORTING

In order to comply with the federal Education Department General Administrative Regulations (EDGAR) guidelines and GATA, postsecondary Perkins grant recipients are required to submit quarterly reports. Quarterly reports are due 30 days after the end of each quarter. The Expenditure Close-Out Report is due on August 30th, following the end of the fiscal year. Quarterly and final summary report templates are posted on the ICCB CTE website and disseminated via email by CTE staff.

QUARTERLY REPORTING SCHEDULE

Report	Period	Due Date
Quarter 1	July - September	October 30 th
Quarter 2	October - December	January 30 th
Quarter 3	January - March	April 30 th
Quarter 4/Final Report	April - June	July 30 th

The Expenditure Close-Out Report can be accessed using the following link:

<https://www.iccb.org/cte/perkins/quarterly-final-reports/>

To access Perkins report templates visit the ICCB's CTE website: www.iccb.org/cte

STEVENS AMENDMENT

When issuing statements, press releases, bid solicitations and other documents describing programs funded in whole or in part with federal money, providers must follow the guidelines of the Stevens Amendment:

- Information provided must document the percentage of total program costs that will be financed with federal money.
- The total amount of federal funds used for the program must also be documented.

EXAMPLE STATEMENT

This publication was funded pursuant to a grant from the Illinois Community College Board and funded 100% through the Strengthening Career and Technical Education for the 21st Century Act.

Section 1.3: Program Approval

PROGRAM APPROVAL

The Illinois Public Community College Act requires that all new curricula offered by Illinois community colleges be approved by the Illinois Community College Board. The ICCB is also responsible for the appropriate classification of all new courses and changes to existing courses and curricula as well as for approval of program-related services offered by the colleges.

For information on the program approval process, see the Program Approval Manual. The purpose of the Program Approval Manual is to assist community college staff in following ICCB procedures that govern the offering of these programs, courses and related services.

The Program Approval Manual can be accessed at the following link:

https://www.iccb.org/academic_affairs/?page_id=64

FOR MORE INFORMATION REGARDING PROGRAM APPROVAL, CONTACT:

Marcus Brown

Senior Director for Academic Affairs

marcus.brown@illinois.gov

217.524.5503

Melvin Harrison

Director for Academic Affairs

melvin.harrison@illinois.gov

217.785.5003

Tricia Broughton

Associate Director for Academic Affairs

tricia.broughton@illinois.gov

217.785.0082

Section 1.4: Use of Funds

REQUIREMENTS FOR USE OF FUNDS

Section 135b of the Strengthening Career and Technical Education for the 21st Century Act outlines the six required uses of funds. Unlike requirements for uses of funds under Perkins IV, there are no separate provisions for permissible uses of funds. Perkins V outlines all permissible uses of funds within the six required uses. All required uses of funds are built into the local four-year application. Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

1. provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
 - a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - b. readily available career and labor market information, including information on—
 - i. occupational supply and demand;
 - ii. educational requirements;
 - iii. other information on careers aligned to State, local, or Tribal(as applicable) economic priorities; and
 - iv. employment sectors;
 - c. programs and activities related to the development of student graduation and career plans;
 - d. career guidance and academic counselors that provide information on postsecondary education and career options;
 - e. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
 - f. providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

2. provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
 - a. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
 - b. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2) of the Wagner-Peyser Act(29 U.S.C. 491-2(e)(2)(C));
 - c. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
 - d. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

- e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - f. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973(29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - h. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
3. provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
4. support integration of academic skills into career and technical education programs and programs of study to support—
- a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
 - b. CTE participants at the postsecondary level in achieving academic skills;
5. plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
- a. a curriculum aligned with the requirements for a program of study;
 - b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act(29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965(20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

- e. a continuum of work-based learning opportunities, including simulated work environments;
 - f. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
 - g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
 - h. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act(29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
 - i. expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
 - j. expanding opportunities for students to participate in competency-based education programs;
 - k. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
 - l. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - m. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields(including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - n. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - o. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
 - p. making all forms of instructional content widely available, which may include use of open educational resources;
 - q. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - r. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
 - t. other activities to improve career and technical education programs; and
6. develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

BASIC COST PRINCIPLES

In addition to adhering to the requirements for uses of funds outlined in the Perkins Act, all expenditures made by recipients with federal Perkins funds must meet the basic cost principles delineated in 2 CFR, Part 220 and 2 CFR, Part 225. 2 CFR, Part 220 establishes cost principles for educational institutions, and 2 CFR, Part 225 establishes cost principles for state, local and Indian tribal governments. These cost principles are the basic guidelines describing allowable ways federal funds may be spent.

The general principles in 2 CFR, Part 220 and 2 CFR, Part 225 state that for costs to be allowable, they must be:

- Reasonable and necessary (meaning that, for example, sound business practices were followed, and purchases were comparable to market prices).
 - A cost may be reasonable if the nature of the goods or services acquired and the amount involved reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made. See 2 CFR, Part 225.
- Allocable to the federal award [meaning that the federal grant program, in this case Perkins, derived a benefit in proportion to the funds charged to the program—for example, if fifty percent (50%) of an instructor’s salary is paid with Perkins funds, then that instructor must spend at least fifty percent (50%) of his or her time on a Perkins program].
- Legal under state and local law.
- Properly documented (and accounted for on a consistent basis with generally accepted accounting principles).
- Consistent with the provisions of the grant program.
- Not used for cost-sharing or matching any other grant agreement.

For more information on the Code of Federal Regulations, cost principles:

https://www.whitehouse.gov/sites/default/files/omb/assets/omb/fedreg/2005/083105_a21.pdf Relocated to 2 CFR, Part 220

https://www.whitehouse.gov/sites/default/files/omb/assets/omb/fedreg/2005/083105_a87.pdf Relocated to 2 CFR, Part 225

Section 1.5: Local Needs Assessment

In order to receive funding, recipients must conduct a comprehensive local needs assessment (CLNA). The intent of the CLNA is to assess the extent to which your CTE programs and programs of study meet local workforce and community needs in six key areas:

1. student performance data;
2. size, scope, and quality as defined by the State Plan;
3. labor market alignment;
4. progress toward implementing CTE programs of study;
5. recruitment, retention, and training of faculty and staff; and
6. progress toward improving access and equity.

REQUIRED STAKEHOLDERS

Recipients are required to conduct a CLNA at least once every two years to be eligible to receive funding. Completion of the CLNA is required to be done in collaboration with internal and external stakeholders. Perkins V specifically requires the following stakeholders be consulted in the completion of the CLNA: (continue with the list of 7 stakeholders)

The role of these stakeholders is to coordinate planning and identify common goals. Recipients need not secure final approval from stakeholders for neither the CLNA nor the local application.

1. representatives of CTE programs (teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals)
2. representatives of CTE programs at secondary/postsecondary educational institutions;
3. representatives of the local workforce development boards and a range of local or regional businesses or industries;
4. parents and students;
5. representatives of special populations;
6. representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
7. any other stakeholders that the eligible agency may require the eligible recipient to consult. (Postsecondary: Adult Education)

CONTINUED CONSULTATION is required to provide input on annual needs assessment updates, ensure that programs of study are responsive to community employment needs, identify and encourage opportunities for work-based learning, and ensure funding is used in a coordinated manner with other local resources.

Section 1.6: Frequently Asked Funding Questions

Many uses of funds are explicit, while others are open to interpretation so they may fit the unique needs of each state. The states are responsible for releasing guidance on the local use of Perkins funds. Below is the ICCB's longstanding interpretation of the following allowable, unallowable, and circumstantial types of activities. This list is not all inclusive, and there are several activities that are allowable only under specific circumstances. For additional guidance, from the Department of Education, Office of Career, Technical, and Adult Education (OCTAE) (See Appendix D, item 14 or contact the Director for CTE).

1. WHO DECIDES, AT THE COLLEGE, HOW PERKINS FUNDS WILL BE SPENT?

There are several different processes colleges use to make decisions on how to distribute their Perkins allocation while also addressing the nine required uses of funds. Faculty members, deans and administrators typically make requests of funds to support certain activities, equipment and materials to be used by CTE programs based on need. Prioritizing the requests and incorporating them into the annual Perkins Plan should be inclusive of all relevant staff and not solely determined by one or few personnel. A team approach is an effective strategy used by colleges to make decisions on how to better serve students in their CTE programs. The team or committee of stakeholders ranges from administrators, deans and faculty members to counselors and advisors, adult education staff, fiscal staff, and the IR department.

2. ARE COLLEGES ALLOWED TO COVER TUITION AND FEES USING PERKINS FUNDS?

Tuition and fees are considered direct student support and cannot be covered for students. However, if approved by the ICCB, fees may be covered for instructional staff to attain industry-recognized credentials or certifications in limited circumstances as determined by the specific industry demand.

3. IS INSTRUCTION AN ALLOWABLE EXPENSE OF PERKINS?

Instruction is typically paid for by the institution and should not be supplanted by Perkins funding. However, new CTE programs can use Perkins funding for instruction while the institution is developing a plan to absorb future costs. Instructors and deans may be paid stipends for additional work outside of their regular duties for Perkins-related activities including attendance at relevant meetings, curriculum development and alignment, grant management, externship activities, etc.

4. IS “DIRECT STUDENT SUPPORT” AN ALLOWABLE EXPENSE OF PERKINS?

Students are never to receive Perkins funds directly. However, under certain limited circumstances, Perkins funds may be used to provide direct assistance (e.g. transportation, childcare, textbooks, supplies) to students who are members of a Special Population as defined by Perkins. The following conditions must be met:

- i. Students must be a member of a Special Population and must be participating in a career and technical education program.
- ii. Assistance is provided to address an overwhelming barrier to successful participation.
- iii. Assistance must be part of a larger set of strategies to address the needs of the Special Population.
- iv. Funds must supplement and not supplant assistance that is otherwise available from non-federal sources.
- v. Funds must be issued on a reimbursement basis.

NOTE: Colleges must document each case and outline the long-term solution, through intensive case management or advisement, which moves the student off direct Perkins assistance as quickly as possible. For additional guidance from the USDOE, OCTAE (See Appendix D, item 14).

5. WHAT TYPES OF ACTIVITIES AND EXPENSES RELATED TO INTERNSHIPS CAN BE COVERED BY PERKINS FUNDING?

Perkins funds may be used to support expenses related to 1) CTE work-based experiences for students, such as internships, entrepreneurship, job shadowing, mentorships, simulate work environments, and other hands-on or inquiry based learning activities; 2) adjunct faculty arrangements for qualified industry professionals; and 3) industry experience for teachers and faculty [see Perkins V, Section 122 (d)(4)]. Other expenses might include program equipment and safety gear necessary for a student’s successful completion of the internship; and partnership meetings between the college and employers/internship sites.

NOTE: Students are never to receive Perkins funds directly.

6. CAN PERKINS FUNDS BE USED TO FUND STUDENT PARTICIPATION, INCENTIVES, AND/OR AWARDS?

Perkins allocations must be used to fund career technical programs, not individual student activities, efforts or outcomes. Therefore, it is not allowable to use Perkins money to fund student incentives, awards and membership fees or to pay stipends for student participation in CTE program activities.

7. IN WHAT INSTANCES CAN FOOD BE PROVIDED WITH PERKINS FUNDING?

Generally, there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a Federal grant. If costs are reasonable and necessary, food can be purchased for meetings and conferences that have the primary purpose of disseminating technical information. When providing food, colleges must adhere to the Code of Federal Regulations (see the link below). Food cannot be provided for entertainment events.

<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>

Please also see guidance from the Department of Education in their 2014 FAQ on Using Federal Funds for Conferences and Meetings:

<http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>

8. CAN PERKINS FUNDS BE USED FOR CAPITAL IMPROVEMENTS?

Capital improvements to buildings to increase the value of the building are not allowed.

9. CAN EQUIPMENT AND/OR SERVICES BE USED BY NON-CTE STUDENTS?

Equipment purchased with Perkins funds may be used by non-CTE students only if CTE students are not using it during a specified time.

10. CAN POSTSECONDARY PERKINS FUNDS BE USED TO SUPPORT ACTIVITIES FOR STUDENTS BELOW THE POSTSECONDARY LEVEL?

Postsecondary Perkins funds can be used to support activities, such as recruitment and career exploration, for students beginning in the 5th grade.

11. CAN PERKINS FUNDS BE USED TO SUPPORT ADULT EDUCATION AND/OR BRIDGE PROGRAMS?

Perkins funds can be used to support the CTE portion of integrated basic skills instruction (e.g. Integrated Career and Academic Pathway Systems/Accelerating Opportunity Programs) as long as the related expenses are allowable under Perkins. However, Perkins funds may not be used to support the adult education (WIOA Title II) portion of integrated basic skills instructional programs.

12. PERKINS FUNDING CANNOT BE USED FOR REMEDIAL COURSES, BUT WHAT ABOUT REMEDIAL SERVICES?

The definition of career and technical education in Section 3(5) of Perkins V specifically excludes prerequisite courses that are remedial. However, institutions may use Perkins funds for remedial services that are part of a CTE class or program including mentoring and support services. These types of activities include curriculum modification, supportive personnel, tutoring, and instructional aides for CTE students.

13. CAN MEMBERSHIP FEES BE PAID FOR BY PERKINS FUNDS?

Perkins funds can be used to pay for student or staff (including faculty and administrators) membership fees if the membership provides access to resources that will benefit students.

Allowable: The costs of the membership in business, technical, and professional organizations, and the costs of the institution's subscriptions to business, professional and technical periodicals.

Unallowable: The costs of membership in any civic or community organization, and the costs of membership in any country club or social club or dining club or organization.

<http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml>.

14. CAN FUNDS BE USED TO SUPPORT CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)?

Perkins permits the use of grant funds to support career and technical student organizations (CTSO) and related activities if the CTSO is an integral part of a career-technical program. Funds can be used to purchase supplies or equipment for the organization or to fund instructional activities if the activity is made available to all students in a program without regard to membership in the CTSO. (See Appendix D, item 14).

15. CAN COLLEGES RESERVE A PORTION OF THEIR PERKINS GRANT FUNDS FOR EMERGENCIES THAT MAY ARISE?

Holding reserve funds for emergency purposes is not allowable. If necessary, budget modifications should be requested and approved to fund expenditures of this nature.

16. WHAT TYPES OF ACTIVITIES, IN ALL CIRCUMSTANCES, ARE NOT ALLOWED TO BE PAID FOR USING PERKINS FUNDS?

Costs for alcoholic beverages, bad debt and related legal costs, donations and contributions, fines and penalties, entertainment, lobbying activities, fundraising, intramural activities, student publications, student clubs, and promotional/giveaway items are not allowed. (This list is not all inclusive. Please check with ICCB's CTE staff with specific funding questions.)

SUPPLANTING

Perkins funds should supplement, not supplant, non-federal funds expended for career and technical education activities. Supplanting is presumed to occur in the following three circumstances.

An eligible recipient uses Perkins funds to provide services that the recipient:

- (1) was required to make available under other federal, state, or local law, except as permitted by Section 21(a)(5) of Perkins V.
- (2) was provided with non-federal funds the year prior.
- (3) was provided with non-federal funds for non-CTE students but charged to Perkins for CTE students.

It is very important the provider maintain good financial records to be able to document that the Perkins federal funds supplement rather than supplant funding.



SECTION 2: LOCAL APPLICATION

Perkins grant funding follows the State's fiscal year which begins July 1st and ends June 30th. However, the Perkins planning process begins prior to the start of the fiscal year. All activities funded by the Perkins Act must occur within the grant period. Below is a general timeline of Perkins-related events and deadlines.

February/March	Guidelines are released by the ICCB grant guideline meetings are facilitated, GATA requirements are released.
April/May	The ICCB receives State allocation. Colleges receive individual allocations based on the CTE Pell count formula.
May	Local application is due on May 1.
June	The ICCB reviews and approves local applications.
June/July	Colleges may be asked to make revisions to their application and must resubmit according to the ICCB's guidance.
July 1	Colleges may request Perkins funds. (Note: With the exception of salaries, colleges may not begin expending funds until the uniform grant agreement is received.)
July/August	Uniform grant agreements are released.
July-December	Additional competitive grant opportunities are released.

Section 2.1: Perkins Administration

While titles may vary, each institution is required to have a designated Perkins Administrator. The Administrator has certain responsibilities that are essential to the institution's successful attainment of the Perkins Core Indicators of Performance and the relationship with ICCB's CTE staff.

These responsibilities include, but are not limited to, the following:

1. Be knowledgeable of the Illinois Perkins processes.
2. Prepare the Perkins application (in collaboration with college faculty, deans, staff and relevant support service providers).
3. Serve as a central point of contact for communications concerning the Perkins grant.
4. Engage in technical assistance meetings as needed.
5. Prepare all documents and reports as required for programmatic monitoring.
6. Be knowledgeable of additional Perkins-funded grants.
7. Submit all necessary reports.
8. Be knowledgeable of CTE data and performance (see Section 3).
9. Maintain fiscal integrity in the use of Perkins funds.
10. Attend all mandatory and otherwise necessary professional development workshops.

Section 2.2: Local Application Guidelines

On an annual basis, eligible recipients of Federal Postsecondary Perkins funds must prepare, in coordination with stakeholders, a four-year local application. A framework for the application is outlined in the Perkins Grant Guidelines provided by the ICCB. The guidelines provide instructions for completing all required components of the application. The format of the guidelines may vary slightly each year but always include activities that support the goals of Perkins. To assist colleges in completing their application, the ICCB holds an annual spring Perkins Administrator Cohort meeting to provide an overview of the expectations set forth in the Perkins Grant Guidelines.

To organize the goals outlined in Perkins V legislation, Illinois developed the Six Guiding Principles.

1. Leadership, Organization and Support
2. Access, Equity and Opportunity
3. Alignment and Transition
4. Enhanced Curriculum and Instruction
5. Professional Preparation and Development
6. Program Improvement and Accountability

The Guiding Principles serve as the overarching structure around which the application is organized. To learn more about the Guiding Principles, see Section 4.

The local application consists of the following components:

- Cover Page
- Accountability and Data Analysis
- Performance Improvement Plan
- Comprehensive Local Needs Assessment
- Application Narrative
- Programs of Study Inventory
- Uniform Budget Worksheet and Narrative

Application materials can be accessed at www.iccb.org/cte/perkins/perkins-guidelines/.

APPLICATION COVER PAGE

The Application Cover Page displays basic information about the college, including the:

- Name of the college,
- Primary Perkins contact (the person responsible for monitoring or performing grant-related activities who will serve as the main contact for the ICCB),
- Secondary Perkins contact(s) (e.g., deans or other administrators pertinent to the Perkins grant activities and programs),
- Fiscal contact,
- Number of students served (the total number of students served through Perkins dollars in the most recent fiscal year. Estimated and duplicated counts are acceptable. These students may have received support services directly or may have been impacted by activities such as the purchase of equipment/materials or professional development received by faculty and staff), and
- Allocation received for the upcoming fiscal year.

ACCOUNTABILITY AND DATA ANALYSIS

Accountability and continuous improvement remain key tenets in Perkins V. While the performance indicators for postsecondary CTE did not significantly change, there will be an increased focus on transparency and equity. Colleges are required to maintain disaggregated data by student populations, including special populations, and each core indicator according to CTE programs and utilize that information to identify performance gaps and develop plans that focus on serving special populations [Section 113 (b)(4)(B)(ii)].

1P1: Postsecondary Retention and Placement

2P1: Earned Recognized Postsecondary Credential

3P1: Nontraditional Program Enrollment

For definitions of each Core Indicator and additional information see Section 3.1.

PERFORMANCE IMPROVEMENT PLAN

If any Perkins performance indicator falls below the State goal, the college must develop and submit a Performance Improvement Plan (PIP). Colleges should collaborate with colleagues to review data from the Postsecondary Online Data System (PODS) to identify specific demographics and Special Populations that are negatively impacting overall performance and develop targeted activities to improve performance.

COMPREHENSIVE LOCAL NEEDS ASSESSMENT

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the comprehensive local needs assessment (CLNA). Specifically, the law states: “To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment. Institutions will use information from the local needs assessment to write and plan elements of the local application.”

The Perkins V CLNA moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs in six key areas:

1. student performance data;
2. size, scope, and quality as defined by the state plan;
3. labor market alignment,
4. progress towards implementing CTE programs of study;
5. recruitment, retention, and training of faculty and staff; and
6. progress toward improving access and equity.

The CLNA process is meant to be completed alongside a diverse body of external stakeholders; however, should be led by the community college and the Education for Employment (EFE) director(s). Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations.

Each of the eight sections of the CLNA has guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application. Colleges are required to submit the summary description of the results of your CLNA, as well as the entirety of your CLNA, alongside your application.

APPLICATION NARRATIVE

Based on the findings from your local needs assessment, you will be required to identify and describe strategic activities that fulfill planned goals and objectives. Outlined goals and objectives should include measurable outcomes that reflect yearly and long-term progress, and subsequent timelines; this should be an inclusive and comprehensive application and clearly represent the culmination of the strategic planning partnerships that have been developed. Each of the components listed within the narrative should relay activities that will help support and improve CTE programs, specifically addressing those areas highlighted in the comprehensive local needs assessment.

Reminder: This is a four-year application. As elucidated in the Introduction, the application narrative must relay activities and timelines through fiscal year 2024.

Questions one through ten below represent the minimum of what will be expected of colleges to submit for the narrative portion of their local application and work plan.

THE APPLICATION NARRATIVE SHOULD DETAIL THE FOLLOWING:

1. A description of how the results of the CLNA inform the selection of the specific career and technical education programs and activities selected to be funded.
2. How students, including students who are members of special populations, will learn about career and technical education course offerings and if a course is part of a career and technical education program of study.
3. Career exploration, career development coursework, activities, or services and career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment.
4. Have an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.
5. Provide a description of how the eligible recipient will improve the academic and technical skills by strengthening the academic and career and technical education components such as the integration of coherent and rigorous content aligned with challenging academic standards.
6. Describe how the eligible recipient will—
 - a. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - b. prepare CTE participants for non-traditional fields;
 - c. provide equal access for special populations to career and technical education courses, programs, and programs of study; and
 - d. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
7. Provide a description of the work-based learning opportunities that the eligible recipient will offer career and technical education students and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.
8. Provide a description of how students can gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.
9. Provide a description of how coordination will occur with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.
10. Provide a description of how disparities or gaps in performance will be addressed in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional action recipient will take to eliminate those disparities or gaps.

PROGRAMS OF STUDY INVENTORY

Perkins V calls for the creation of secondary to postsecondary sequences of academic and CTE coursework that help students attain a postsecondary degree or industry-recognized certificate or credential. As part of the Local Application, colleges are required to utilize the findings from the comprehensive local needs assessment to inform program of study decision-making. One of the eleven components of the Local Application requires colleges to provide a description of any new programs of study offering(s) that will be developed and submitted to the State for approval. As with the remainder of the components of the Local Application, colleges must describe planned activities that represent both yearly and long-term goals and objectives. Federal program of study requirements are listed below.

Questions eleven and twelve below represent the minimum of what will be expected of colleges to submit for the narrative portion of their local application and work plan as it relates to programs of study.

Perkins V Federal Program of Study Requirements:

The Strengthening Career and Technical Education for the 21st Century Act, Section 3 (41)(A-F), defines a program of study as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that-

- a. incorporates challenging State academic standards;
 - b. addresses both academic and technical knowledge and skills, including employability skills;
 - c. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
 - d. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
 - e. has multiple entry and exit points that incorporate credentialing; and,
 - f. culminates in the attainment of a recognized postsecondary credential.
11. Provide a description of any new programs of study that will be developed and submitted to the State for approval. Address all six requirements above identifying what currently exists and what needs to be created or implemented.
 12. Provide a list of all fully developed programs of study. Utilize the Programs of Study Expectations Tool, which is designed to ensure programs of study meet the State's minimum expectations, as well as the Federal programs of study requirements listed above.
 - a. Include an update on the progress related to each program of study
 - b. Include whether or not it meets both minimum expectations and quality standards. 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.

For more information, access the Postsecondary Perkins Grant Guidelines here:
<https://www.iccb.org/cte/perkins/perkins-guidelines/>

Illinois Programs of Study Expectations Tool:
www.iccb.org/cte/wp-content/docs/IL-POS-Expectation-Tool-11-3-14.doc.

UNIFORM BUDGET WORKSHEET AND NARRATIVE

The Budget Worksheet contains seven Expenditure Accounts and seven Expenditure Categories. All expenditures of Perkins funds must comply with the required and permissible uses of funds listed in Section 1.4 of this manual and must directly enhance, support or assist the college's career and technical education students and/or programs. The first six Expenditure Accounts relate directly to the Six Guiding Principles; the seventh is for general administration. Additional information is provided for the Expenditure Categories below. Although the local application is a four-year application, colleges are required to submit an annual budget with that respective fiscal year's allocation.

***NOTE:** Up to five percent of the total budget may be spent for general administration.

General administration refers to organized administrative activities that provide assistance and support to CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students. This support may include administrative travel, support staff and other administrative costs directly associated with the management of the Perkins-approved CTE programs.

EXPENDITURE CATEGORIES

PERSONNEL (Salaries & Wages) – Salaries and wages paid to an employee for personal services rendered to the community college district prior to any deductions. Information must be provided on all staff (other than tutors) supported in full or in part by Perkins funds. These may include administrative staff, professional/technical staff, academic support staff, clerical staff and student employees.

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

TRAVEL – Travel costs may include conference and meeting expenses and travel (in or out of state). Out-of-state travel must be approved by the ICCB's Director for CTE.

EQUIPMENT – All expenditures for fixed and movable equipment, and may include costs for office and instructional equipment. Equipment (2 CFR 200.33) means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

SUPPLIES – Costs of general materials and supplies may include: office, instructional, or library supplies; printing, audio or visual materials; computer software; postage, books, and binding costs; publications and dues; and advertising. Generally, supplies include any materials that are expendable or consumes during the course of the grant.

CONTRACTUAL SERVICES – Charges for services rendered by firms or persons not employed by the local board of trustees may include audit services, office services, instructional service contracts, and other contractual services.

CONSULTANT (Professional Services) – Expenses paid from the grant for services rendered by firms or persons as consultants including related fees (i.e. travel, meals, lodging, etc.)

TRAINING AND EDUCATION – Costs associated with employee development, which may include training materials, speaker fees, substitute teacher fees, and any other applicable expenses related to the training (including renting facilities for trainings, if required).

OTHER OR MISCELLANEOUS COSTS – Costs for other expenditures must apply to CTE students or programs, and include a short description of any costs listed under this category. All expenditures of Perkins funds must comply with the "Uses of Funds" listed and must directly enhance, support, or assist the college's career and technical education students and/or programs.

INDIRECT COST (General Administration) – Postsecondary Perkins recipients are limited to 5% for general administration/indirect costs. Organized administrative activities that provide assistance and support to CTE students, including activities specifically designed to provide administrative and managerial support for CTE program and any special services provided for CTE students.

Section 2.3: Budget Modification

During the fiscal year, Perkins Administrators may need to make adjustments to their grant budgets. If a project needs major adjustments in funding or in scope, then the ICCB must review and approve those changes. The last day a budget modification may be submitted is May 30th.

Parameters:

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.

To request a budget modification, submit the Budget Modification Form along with a revised Uniform Budget to cte@iccb.state.il.us. The budget modification form is the last page of the Uniform Budget template.



SECTION 3: DATA & ACCOUNTABILITY

Accountability is a central focus of Perkins V, which outlines performance requirements for states and local programs “to assess the effectiveness of the state in achieving statewide progress in career and technical education and to optimize the return of investment of Federal funds in career and technical education activities” [Perkins V, Section 113(a)]. For each state receiving Perkins CTE funds, performance levels for the Perkins CTE Core Indicators are required as described in Section 113(b) of Perkins V. These performance targets are no longer negotiated between the State and the U.S. Department of Education. Instead, performance targets are set by the State, taking into account past performance data, state goals, and long-term planning. Additionally, proposed performance targets take into account the following factors:

1. how the levels of performance involved compare with the state-adjusted levels of performance established for other states; and
2. the extent to which such levels of performance promote continuous improvement on the indicators of performance by such state.

States are required to continuously progress toward improving the performance of CTE students. If a college fails to meet one or more of the state-adjusted performance measures, the college must plan and carry out program improvement activities that target low performing CTE student populations at their college. These activities are denoted in the Performance Improvement Plan (PIP). The ICCB provides technical assistance and training for program improvement as necessary to community college Perkins Administrators. Failure on the part of the state to meet its performance requirements may result in the withholding of all or part of its CTE funding.

To assess the extent to which states and local recipients have improved the quality of CTE programs, Perkins legislation set forth eight Core Indicators of performance: five secondary and three postsecondary. The ICCB is required to report annually on the six postsecondary core indicators of performance described below. States are also required to report student performance data disaggregated by Special Populations, as well as gender, race and ethnicity. To collect this data from each community college, the ICCB utilizes student-level data from the Annual Student Enrollment and Completion (A1) submission. The A1 submission is required for all students who are officially enrolled in a credit course at the college any time during the fiscal year.

As referenced in the subsequent text for the core indicators, concentrators and participants are defined as follows:

CTE Concentrator Definition

A student enrolled in an eligible recipient who has-

1. earned at least 12 credits within a career and technical education program or program of study; or
2. completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

CTE Participant Definition

An individual who completes not less than one course in a career and technical education program or program of study.

1P1 POSTSECONDARY RETENTION AND PLACEMENT

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Numerator: Number of individuals in the denominator who in the second quarter after program completion are in a postsecondary education or advanced training, military service or a service program, that receives assistance under Title I of the National Community Service Act or are employed

Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate, but earned less than 12 CTE credits in cohort year

2P1 CREDENTIAL, CERTIFICATE, OR DEGREE

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion

Numerator: Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion

Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate, but earned less than 12 CTE credits in cohort year

3P1 NONTRADITIONAL PROGRAM ENROLLMENT

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Numerator: Number of under-represented CTE concentrators in non-traditional CTE programs during the reporting year

Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate, but earned less than 12 CTE credits in cohort year

Section 3.1: Perkins Online Data System (PODS)

PERKINS ONLINE DATA SYSTEM

Illinois community colleges have access to a resource to promote program improvement and advance dialogue about strengthening performance—the Perkins Online Data System (PODS). PODS is available in a series of Excel spreadsheets. All colleges have the ability to view their own data, information from other institutions, and statewide figures. The Postsecondary Perkins Online Data System can be accessed at <http://iccb.org/pods/>.

To begin in PODS, click the “Results Overview” link. This will be located near the top of the page.

This section provides:

1. overall institutional outcomes for each specific college,
2. statewide results, for comparative purposes,
3. local and state trends over time,
4. local results, as compared to statewide results, and
5. Final Agreed Upon Performance Levels (FAUPL).

Spreadsheets can be sorted to allow college officials to make a quick assessment of how local institutional performance compares with best-in-class performing colleges (be sure to include all the columns in the sort range designated). Benchmarking local performance with peer institutions also provides useful information. The spreadsheets have been formatted to make them easy to print and save on the computer (using the “save as” function).

Use this data to collaborate with colleagues, develop plans, identify milestones and timelines and responsible parties to elevate performance. Look more closely at demographic and special populations breakouts to determine which group(s) is impacting overall performance. Prioritize local initiatives by starting with those measures where performance is relatively low or stagnant, and then go back to identify opportunities to build on the measures where local performance is relatively high. If the number of students in a particular measure is low, consider options for increasing participation as appropriate.

Although PODS has a wealth of information, it takes some practice to learn how to navigate the system. There are several self-paced training materials and tutorials to help users understand how to collect and process their institution’s data. New Perkins Administrators are also encouraged to attend the PODS trainings made available through the Illinois Professional Development Network, the Illinois Community College System’s professional development resource.

FOR MORE INFORMATION REGARDING PERKINS DATA CONTACT:

Nathan Wilson

Deputy Director for Academic Affairs and Institutional Effectiveness

nathan.wilson@illinois.gov

217.558.2067

Jay Brooks

Senior Director for Research and Policy Studies

jay.brooks@illinois.gov

618.942.7460

Michelle Dufour

Associate Director for Research and Policy Studies

michelle.dufour@illinois.gov

217.782.9574

Jana Ferguson

Associate Director for Research and Policy Studies

jana.ferguson@illinois.gov

217.558.2163



SECTION 4: THE SIX GUIDING PRINCIPLES

The Six Guiding Principles are designed to foster systems thinking and change at all levels of education and are based on research and promising practices that support systemic reform, educational change, and continuous improvement. The purpose of using Guiding Principles is to enable informed decision-making about implementation, innovation, and evaluation while allowing for local adaptation to meet specific needs and conditions. The Illinois Community College Board (ICCB) uses the Guiding Principles as the overarching framework for the local application.

Section 4.1: Leadership, Organization and Support

Principle 1 focuses on engaging partners in the development, implementation and evaluation of CTE programs at each college. Highlighted in this section are the potential benefits of successful partnerships along with the various roles played by each partner.

PARTNERSHIPS

Partnerships allow for college and program administrators to not only leverage additional funding for their projects, but to also gain other less tangible resources, including

- a. expertise in a particular field,
- b. equipment and supplies through donation,
- c. connections to additional partners,
- d. access to industry facilities (e.g., internships, tours),
- e. community awareness and support, and
- f. funding for expenses not allowed by Perkins.

The following text outlines various partners that colleges are encouraged to engage along with potential roles and benefits of each partnership.

SECONDARY INSTITUTIONS

Partnering with secondary institutions is not only important but a requirement of Perkins V through the development and implementation of a Program of Study. Postsecondary and secondary institutions should work collaboratively and pool resources to serve their students. Below are some common means of successfully partnering with secondary institutions:

- covering substitute teacher costs to encourage participation in various meetings and professional development;
- meeting at both locations or a neutral location;
- interacting with all groups including administrators, teachers, counselors and students; and
- maintaining a positive relationship with Regional Offices of Education (ROE) and Education for Employment (EFE) Regional Delivery Systems.

BUSINESS AND INDUSTRY

Quality CTE programs have close ties with business and industry. Advisory committees are required for Programs of Study. These partnerships are critical to ensuring CTE programs meet current occupational needs. Local Advisory Committees are one of the most effective methods to establish and strengthen these partnerships.

An Advisory Committee is a group of persons that includes employers and employees who advise CTE educators and administrators on the development, implementation and evaluation of CTE programs to ensure programs are tailored to meet the workforce developments needs of the community. The committee should be comprised of a diverse set of individuals with experience and expertise in an occupational field that the CTE program serves.

Specific roles and functions of the committee:

1. Promote and assist in maintaining quality CTE programs through expertise and/or resource support;
2. Provide a communication link between local CTE and the business community;
3. Review and modify curriculum;
4. Assist in identifying work-based learning experiences and placement opportunities for both students and faculty;
5. Short-and long-term program planning;
6. Provide input on equipment needs;
7. Assist in competency assessment;
8. Provide input during program reviews; and
9. Serve as a resource for speakers, fieldtrips, etc.

The Advisory Committee Guidebook does not act as policy but is to serve as a resource for institutions and CTE programs for building and utilizing CTE advisory committees. The Advisory Committee Guidebook can be accessed at <http://icsps.illinoisstate.edu/2018/02/advisory-committee-guidebook/>.

PARENTS

Many community college students have followed the traditional path and transitioned directly from high school to college. By including parents in the partnership, colleges can help young adult students gain additional guidance and support to aid them as they make decisions about their academic and career future. Strategies to involve parents include:

- inform parents about nontraditional work opportunities;
- provide parents with strategies to support the academic success of their children;
- include parents in professional development programs;
- make available educational opportunities geared toward parents' interests;
- involve and inform parents to share responsibility and decision making with regards to curriculum and delivery of instruction; and
- use parents as advocates and resources (e.g., guest speakers).

COMMUNITY-BASED ORGANIZATIONS

Community-based organizations not only act as a means of advertising and disseminating information to potential students but they can also help students access various support services.

- Health departments may be able to offer free or reduced health services (e.g., physicals, immunizations and testing as required by certain CTE programs).
- Various organizations may be able to offer facilities for events or employment for students.

ADULT EDUCATION

Adult Education is an invaluable partner when it comes to bridging the gap between basic skills and workforce readiness.

- Develop and implement Integrated Education and Training (IET) models. IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation and training. Illinois utilizes Integrated Career and Academic Preparation Systems (ICAPS) as its model for IET.
- Team-teaching is an effective form of instruction in which two teachers (one CTE and one Adult Education) work together to integrate instruction in the classroom.

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

Perkins is a required partner of the Workforce Innovation and Opportunity Act of 2014 (WIOA). WIOA retains many of the functions and structures of WIA, the Workforce Investment Act of 1998, and incorporates certain new components, including:

- expanded partnerships,
- greater coordination and alignment between education and workforce entities,
- a more concerted focus on sector and employer-based training.

Under WIOA, Perkins is required to:

1. provide access through the one-stop delivery system to such program or activities carried out by the entity, including making the career services described in section 134(c)(2) that are applicable to the program or activities available at the one-stop centers;
2. use a portion of the funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers;
3. enter into a local memorandum of understanding (MOU) with the local board, relating to the operation of the one-stop system;
4. participate in the operation of the one-stop system consistent with the terms of the MOU, and the requirements of the Federal laws authorizing the program or activities; and
5. address how the eligible recipient will collaborate with local workforce partners.

Programs must commit a minimum of a .25 FTE staff to provide services at the one-stop center through either onsite program staff, contractor staff, or through offsite staff available via ondemand technology. The following services **must be provided** by one of the aforementioned means:

- outreach, intake, orientation;
- program coordination and referral; and
- information about the availability of supportive services and referral to these services.

Section 4.2: Access, Equity and Opportunity

Each and every learner has access to educational opportunities and services that enable success.

Principle 2 emphasizes educational opportunities such as, providing students with strong experience in and understanding of all aspects of industry, exploring work-based learning opportunities and career guidance, and academic counseling. This section highlights topics such as support services, internships, work-based learning activities and strategies for serving Special Populations students.

SUPPORT SERVICES

Programs will provide learners with a comprehensive array of support and follow-up services as needed. Services may be provided by the program or in coordination with internal and external partnerships. These activities may include but are not limited to the following:

- tutoring;
- academic advising and follow-up;
- testing services;
- improvement of student attendance;
- interventions to assist students dealing with problems involving home, school and community;
- counseling activities with students regarding learning styles/problems;
- assistance for students in transitioning to job training, job placement, or future education;
- assistive and adaptive equipment;
- special services and projects for target populations and specialized services for individuals with special learning needs; and
- financial literacy workshops.

WORK-BASED LEARNING

CTE programs provide work-based learning opportunities through various means. The following are examples of such experiences as well as supplementary activities.

- Provide students with opportunities for career exploration.
- Integrate information about high-wage, high-skilled, nontraditional occupations and access to role models in nontraditional careers.
- Incorporate job shadowing or mentored experiences.
- Conduct interviews of employers and/or workers.
- Include soft skills training (e.g., interview and workplace etiquette, employee rights and legal issues).
- Invite business members into classrooms.
- Use real world examples for problem-solving.

Internships

Internship opportunities help learners connect classroom and work-based learning experiences. Students are placed in a work setting to give them exposure to work and a career interest. Internships may be offered as paid experiences related to skill training with or without credit.

Apprenticeships

Apprenticeships combine structured on-the-job training with academic and technical instruction in curricula tied to the attainment of industry-recognized skills and leading to an industry credential. The training is often provided by the employer, who hires the apprentice at the commencement of the program and pays the apprentice during the program.

For more information on apprenticeships, including pre-apprenticeships and registered apprenticeships, visit:

- ApprenticeshipsUSA at <https://apprenticeshipusa.workforcegps.org/>
- U.S. Department of Labor: Apprenticeship at <https://www.dol.gov/apprenticeship.index.htm>

ACADEMIC COUNSELING AND CAREER GUIDANCE

Perkins states that students should be offered academic counseling and career guidance that provide information regarding career awareness and planning with respect to an individual's occupational and academic future. This information should include career opportunities, financial aid and postsecondary options, including baccalaureate degree programs.

The college should clarify the roles of academic advisors and career counselors as they are often separate individuals. Despite their separate duties, their processes and efforts should be integrated to provide a more holistic approach for student transitions. Therefore, cross-training staff and/or housing both services in the same office are great ways to begin integrating these services.

SPECIAL POPULATIONS

Perkins grant recipients must meet the needs of Special Populations students by ensuring program accessibility and assisting them in overcoming barriers that may limit opportunities for success. Although colleges may target specific subpopulations on their campus, it is important to note that gender, race, ethnicity, and military status are not Special Populations as defined by the Strengthening Career and Technical Education for the 21st Century Act. Perkins funds may be used to support these students if enrolled in CTE courses. However, colleges must demonstrate how they are meeting the needs of each Special Populations group. Support and wrap around services are the most common strategies used in serving Special Population students. Below is each Special Population as defined by Perkins accompanied by various support strategies that can be used.

Out-of-Workforce Individuals

An individual who is a displace homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Effective Strategies:

- Assist students in identifying skills that have applicability in the workplace.
- Organize student groups which teach self-advocacy skills.
- Refer students to the college resource center where they can explore interest and aptitudes.
- Designate a single point of contact to walk individuals through the initial enrollment steps and to provide ongoing support.

English Learners

A secondary student as defined in section 8101 in the Elementary and Secondary School Act of 1965 (20 U.S.C. 7801), adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding of the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Effective Strategies:

- Provide bilingual instruction and supplemental materials when possible.
- Provide professional development to faculty and staff to increase cultural awareness.
- Encourage faculty to support small group activities, and use visuals in their instruction.
- Embed abstract concepts in real, concrete situations.

Individuals With Disabilities

A student who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. The term “disability” means with respect to an individual with a physical or mental impairment that substantially limits one or more major life activities, a record of such an impairment or being regarded as having such an impairment.

Effective Strategies:

- Link students with work incentives benefits and counseling services.
- Offer fully accessible testing facilities and school materials.
- Ensure transportation is available and accessible.
- Provide peer support/cohort groups for sharing and problem solving strategies.

NOTE: Programs are legally responsible to adhere to administrative requirements according to the Americans with Disabilities Act. Each college must have a designated ADA coordinator. See Section 7 for more information.

Individuals From Economically Disadvantaged Families

Individuals from economically disadvantaged families, including low-income youth and adults.

Effective Strategies:

- Provide assistance with financial aid forms and scholarships.
 - Network with community agencies to provide needed support (shelter, food, etc.)
 - Assist with transportation cost (bus passes and bicycle racks).
 - Create a lending library for text books.
 - Highlight nontraditional occupations that provide a higher earning potential.
-

Individuals Preparing For Nontraditional Fields

Individuals who are pursuing a nontraditional field for their gender. The term ‘nontraditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, of which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Effective Strategies:

- Ensure that marketing materials do not reflect gender bias.
- Provide field trips and presenters featuring nontraditional employees.
- Establish a mentor program.
- Encourage job shadowing opportunities and internships.

Single Parents

A student who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

Effective Strategies:

- Provide information on affordable quality childcare (partner with campus childcare).
 - Offer schedules and delivery options that allow students to care for children.
 - Coordinate student support groups.
 - Offer free or low cost parenting and stress management classes.
-

Foster Care Involved Youth

A student who is in, or has aged out of, the foster care system.

Effective Strategies:

- Network with community agencies to provide needed support (shelter, food, etc.)
 - Assist with transportation cost (bus passes and bicycle racks).
 - Link students with work incentives benefits and counseling services.
-

Individuals Experiencing Homelessness

An individual experiencing homelessness as described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a).

Effective Strategies:

- Network with community agencies to provide needed support (shelter, food, etc.)
 - Assist with transportation cost (bus passes and bicycle racks).
 - Link students with work incentives benefits and counseling services.
-

Youth With a Parent on Active Duty in the Armed Force

A student with a parent who is a member of the armed forces as defined in section 101(a)(4) of title 10, United States Code and is on active duty as defined in section 101(d)(1) of such title.

Effective Strategies:

- Coordinate student support groups.

FOR MORE INFORMATION ON HOW TO SUPPORT SPECIAL POPULATIONS, CONTACT:

Dr. Aimee LaFollette Julian

Director

Illinois Center for Specialized Professional Support

alafoll@ilstu.edu

309.438.5122

www.icsps.illinoisstate.edu

Section 4.3: Alignment and Transition

Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.

Principle 3 focuses on offering CTE Programs of Study that: contain fully articulated curricula from secondary to postsecondary education; lead to a certificate, credential or degree; provide opportunities for students to participate in dual credit courses; and are aligned to the local labor market.

PROGRAMS OF STUDY

Perkins V calls for the creation of secondary-to-postsecondary sequences of academic and career and technical coursework that starts no later than the 9th grade and continues through the postsecondary level with potential to earn credentials, certificates and/or degrees. **All recipients must offer a minimum of one fully developed and fully articulated Program of Study.**

The federal Programs of Study requirements are detailed in the Strengthening Career and Technical Education for the 21st Century [Section 3(41)], which states that career and technical education Programs of Study must:

1. incorporate challenging State academic standards, including those adopted by a State under Elementary and Secondary Education Act of 1965;
2. address both academic and technical knowledge and skills, including employability skills;
3. be aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
4. progress in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
5. have multiple entry and exit points that incorporate credentialing; and
6. culminate in the attainment of a recognized postsecondary credential.

EFFECTIVE PRACTICES FOR PROGRAMS OF STUDY

To facilitate students' transition through the educational pipeline, colleges may utilize the following effective practices:

- robust partnership engagement that include secondary, postsecondary, business/industry, community-based organizations, all of which should be actively involved in CTE advisory committees;
- integration of academic and CTE coursework, including contextualization and the use of IET models;
- work-based learning opportunities, including apprenticeships, internships, and job shadowing/career exploration and development;
- coursework that is rigorous and aligns with industry standards and labor market demands, which also includes both stackable and industry-recognized credentials;
- expansive dual credit opportunities, including requisite CTE coursework;
- multiple measures of assessment to determine the extent of program quality and need; and
- use of current, innovative technology that aligns with industry standards.

For more information, access the following resources:

Office of Career, Technical and Adult Education's (OCTAE) Programs of Study Design Framework http://cte.ed.gov/file/POS_Design_Framework_012010_2.pdf

Programs of Study Expectations Tool
www.iccb.org/cte/wp-content/docs/IL-POS-Expectation-Tool-11-3-14.doc

Pathways Resource Center's Illinois Programs of Study Guide
occr.illinois.edu/docs/librariesprovider4/pos/illinois-programs-of-study-guide.pdf

DUAL CREDIT

In Illinois, dual credit is defined as an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. It is a college course offered for high school credit. These offerings are established through local agreements between the community college and participating high school(s).

What is the impact on educational providers?

Dual Credit provides highly motivated and academically qualified high school students early college credit opportunities, maximizes state and local educational resources, and provides a platform that fosters secondary and postsecondary collaboration and interdependence. By aligning program content and reducing curricular duplication, dual credit impacts the way educators, students, and institutions connect. It builds on the cooperation developed through previous articulation structures and raises interaction to a higher level. Secondary-to-postsecondary program linkages are strengthened and what develops is a truly seamless program that engages faculty at both levels in the structuring, planning, and teaching of a truly integrated program of study.

BENEFITS OF DUAL CREDIT

- Facilitates the transition between high school and college
- Reduces the cost of a college education
- Reduces the time needed to complete a degree program
- Reduces high school drop-out rates
- Prepares students for college work
- Reduces remediation
- Raises student motivation and aspiration
- Offers greater advanced credit opportunities in rural areas
- Increases postsecondary enrollment

Dual credit programs must adhere to:

- ICCB Administrative Rules [Section 1501.507(b)(11)]
https://www.iccb.org/iccb/wp-content/pdfs/cte/Dual_Credit_ICCB_Admin_Rules.pdf
- Dual Credit Quality Act
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18>

FOR MORE INFORMATION REGARDING DUAL CREDIT REGULATIONS IN ILLINOIS, CONTACT:

Whitney Thompson

Senior Director for Career
and Technical Education

whitney.thompson@illinois.gov

217.558.0318

Marcus Brown

Senior Director for Academic Affairs
and Student Services

marcus.brown@illinois.gov

217.524.5503

Section 4.4: Enhanced Curriculum and Instruction

Curriculum and pedagogy involve rigorous and relevant instruction and career development that enhance learning and enable students to attain credentials.

Principle 4 focuses on strengthening the academic and career and technical skills of students in CTE programs through integrating academics with CTE programs; including the same coherent and rigorous content standards in CTE programs as other college programs; and developing, improving or expanding the use of technology in CTE programs. This section highlights strategies of curriculum integration as a means of dually strengthening the academic and career and technical skills of students in CTE programs.

CURRICULUM INTEGRATION

Recent iterations of Perkins legislation represent a major development in CTE—notably, an increased emphasis on academic achievement as well as occupational skills. Perkins V requires the integration of rigorous and challenging academic and career and technical education in POS/career pathways.

Curriculum integration can be described as an approach to teaching and learning that is based on both philosophy and practicality. It can generally be defined as a curriculum approach that purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas. Curriculum integration occurs when components of the curriculum are connected and related in meaningful ways by both the students and teachers. At its core, integrated curriculum

- connects various curricular disciplines by structuring learning around meaningful themes and concepts;
- offers opportunities to apply learned skills;
- encourages active participation in relevant real-life experiences;
- provides a deeper understanding of content; and
- accommodates a variety of learning styles.

Integrating core academic subjects such as math, science and reading with hands-on CTE instruction is a proven method for improving students' academic performance.

Some examples of integration are

- blended classrooms;
- co-teaching;
- cohort models;
- contextualized math, reading, and science;
- learning communities;
- work-based learning; and
- technology-enhanced instruction.

ADDITIONAL RESOURCES ON CURRICULUM INTEGRATION

National Resource Center for Career and Technical Education (NRCCTE):

<http://www.nrccte.org/core-issues/curriculum-integration>

Connect Ed, The California Center for College Career- Designing Multidisciplinary Integrated Curriculum Units:

http://www.connectedcalifornia.org/downloads/LL_Designing_Curriculum_Units_2010_v5_web.pdf

Section 4.5: Professional Preparation and Development

Principle 5 focuses on providing professional development opportunities for faculty, guidance counselors and administrators to ensure they stay current with all aspects of an industry; to provide internship programs that offer relevant business experience; and to provide trainings on the effective use and application of technology to improve instruction. Below are strategies and topics colleges should consider when exploring professional development options.

REQUIRED PROFESSIONAL DEVELOPMENT TOPICS

Perkins law requires that, at a minimum, the colleges will provide professional development on the following:

- effective integration of academics and CTE,
- effective teaching skills based on research,
- effective practices to engage stakeholders, and
- effective use of scientifically based research and data to improve instruction.

ADDITIONAL PROFESSIONAL DEVELOPMENT TOPICS

In addition to the required professional development activities set forth in Perkins law, there are several permissible topics and strategies that we encourage colleges to offer to their faculty and staff.

They include:

- legislation affecting CTE and special populations,
- work-based learning,
- interpersonal skills,
- critical thinking,
- cooperative learning,
- adapting existing instructional materials for CTE programs,
- strategies for training community members and business and industry,
- adaptive equipment and assistive devices for learners with disabilities,
- programs of study, and
- dual credit, dual enrollment, or early college.

Colleges often claim lack of participation as a challenge in offering professional development opportunities. To increase participation, provide faculty members with incentives such as stipends. Also, under a professional leave, colleges can arrange for faculty members to visit other schools or industry sites. Finally, colleges can provide faculty members with access to, and training on, the use of state-of-the-art technology and equipment which can be accommodated by industry partners through externships. Externships are experiential learning opportunities, similar to internships, provided by partnerships with educational institutions and employers to give short practical experiences in their field of study.

STATE-SUPPORTED PROFESSIONAL DEVELOPMENT

Annually, the Illinois Community College Board (ICCB) orchestrates and supports statewide professional development opportunities for the community college system. These events are a great resource for Perkins Administrators as well as other staff in order to stay up-to-date on emerging trends in CTE as well as best practices from other states and within Illinois. These events also allow the colleges to network with one another and share common challenges and solutions to various obstacles. Examples include training on civil rights reviews by Illinois Center for Specialized Professional Support (ICSPS) and continuous improvement through Office of Community College Research and Leadership (OCCRL). Listed below are a few examples of the learning opportunities and technical assistance provided to the system.

Illinois Professional Development Network

The Illinois Community College Board in collaboration with ICSPS offers a variety of targeted professional development opportunities to the field through the Illinois Professional Development Network. Topics are decided by the system through surveys and evaluations. The workshops are offered in a face-to-face or online format to better serve the system and increase participation. For upcoming professional development events through the Illinois Professional Development Network, see: <http://icsps.illinoisstate.edu/pd/pdn/>.

Forum for Excellence

The Forum for Excellence is the State's premier Career and Technical Education conference hosted by the ICCB and facilitated by ICSPS. The conference, which is a partnership with Adult Education, offers Career and Technical Education Administrators and Coordinators the opportunity to engage with National and State experts, dialogue with peers on a range of vital topics, and experience new and innovative effective CTE strategies from across Illinois. Colleges are invited to share their expertise by submitting a request for presentations (RFP). The event is traditionally held in September in the central part of the State.

To learn more visit <http://icsps.illinoisstate.edu/pd/forum-for-excellence/>.

Perkins Administrator Cohort

The Perkins Administrator Cohort (PAC) is comprised of postsecondary CTE subrecipients of the Strengthening Career and Technical Education Grant. It is designed to update and inform such administrators and to build awareness and understanding of the processes, compliance, and best practices for implementing the Perkins grant. The cohort structure utilizes a networking model to disseminate information, share resources, and provide details on opportunities for professional development.

Section 4.6: Program Improvement and Accountability

Data is collected and shared to demonstrate accountability and improve outcomes.

Principle 6 was designed around Perkins V's emphasis on data and accountability to ensure colleges are using data to improve programs to increase student success measures. To fulfill Principle 6, colleges must focus on the following activities: continuously evaluating and improving CTE programs; assessing how the needs of Special Populations are being met; assisting and enabling Special Populations to meet State-adjusted levels of performance; ensuring program quality is improved, expanded, modernized and includes relevant technology; and ensuring services and activities are of sufficient size, scope, and quality.

Continuous quality improvement (CQI) activities are a fundamental part of Perkins' nine required uses of funds. Typically, colleges have their own institutional processes for CQI; however, there are other methods that may be utilized to ensure these requirements are being met. Many institutions use the Academic Quality Improvement Program (AQIP) provided by the Higher Learning Commission. Institutions may also use the Pathways to Results (PTR) process as part of their CQI plan.

PATHWAYS TO RESULTS

PTR was created to assist community colleges in reviewing and improving CTE Programs of Study. It is aimed at improving student transitions to and through postsecondary education and into employment. This five-part, continuous improvement process empowers organizations to use various inquiry methods, templates, and tools to continuously improve pathways and Programs of Study by addressing inequities in student outcomes. Improved outcomes for all students groups, pathways, organizations and systems are the ultimate goals of PTR. Funding opportunities vary (available through Perkins Leadership) and are offered through a two part model facilitated by the OCCRL where teams participate in intensive institutes, webinars, and workshops as they plan and implement their projects.

The following illustration outlines the five phases of the PTR process.



Transforming Systems to Achieve Equitable Outcomes

FOR MORE INFORMATION REGARDING PATHWAYS TO RESULTS, CONTACT:

Marci Rockey

PTR Coordinator/ Research Associate

Office of Community College Research and Leadership

University of Illinois at Urbana-Champaign

rockey2@illinois.edu



SECTION 5: PROGRAMMATIC MONITORING

The purpose of Perkins Programmatic Monitoring is to review compliance with the Strengthening Career and Technical Education for the 21st Century Act as well as to observe evidence of progress on program activities and services. During the monitoring process, information is requested and analyzed to determine the compliance of specific review items. In general, Perkins CTE site visits are completed in one day and are conducted by the Illinois Community College Board's CTE staff.

Monitoring activities are dependent on the grantee's risk designation and will include either an on-site review (elevated risk), a desk review (moderate risk), or fiscal and programmatic technical assistance (low risk).

Elevated

During the monitoring process, information is requested and analyzed to determine the compliance of specific review items. Subrecipients will submit a self-assessment and accompanying documentation for activities that occurred throughout the previous fiscal year. The ICCB CTE liaison will then review the self-assessment and compare it to the annual Perkins plan, applicable quarterly reports, and any specific project outcomes. During the onsite review, the required documentation will be reviewed and compared to alleged activity outcomes. The ICCB CTE liaison may request additional, self-reported data from the ICCB Research and Policy Studies division to ensure that the subrecipient is collecting all required data around special populations.

- Grants management systems (budgetary and reporting items)
- Performance measures
- Disaggregated data (as it relates to program performance, student success, and special populations)
- All program-specific items

Moderate

During the monitoring process, information is requested and analyzed to determine the compliance of specific review items. Subrecipients will submit a condensed programmatic self-assessment and accompanying documentation for activities that occurred throughout the previous fiscal year. The ICCB CTE liaison will then review the self-assessment and compare it to the annual Perkins plan, applicable quarterly reports, and any specific project outcomes. During the desk review, the required documentation will be reviewed and compared to alleged activity outcomes. The ICCB CTE liaison may request additional, self-reported data from the ICCB Research and Policy Studies division to ensure that the subrecipient is collecting all required data around special populations.

- Grants management systems (budgetary and reporting items)
- Performance measures
- Disaggregated data (as it relates to program performance, student success, and special populations)
- Program-specific priority items
- Technical Assistance

Low

Subrecipients will undergo a Technical Assistance phone call with their ICCB CTE liaison. Subrecipients may address concerns with the current year's Perkins grant plan and/or discuss plans for the following year's grant plan. The ICCB CTE liaison will also assist subrecipients with any activity implementation concerns and provide feedback regarding planned activities and best practices.

SCHEDULE

Programmatic and Fiscal Monitoring were previously based on a schedule, but now will be driven by an annual risk assessment. On-site monitoring focuses mostly on the previous fiscal year's grant plan and activities; however, current fiscal year technical assistance issues are also addressed as needed. It is important to note that colleges are not exempt from back-to-back reviews if problems occur or issues arise with executing their Perkins Plan.

Colleges that are not scheduled for on-site monitoring will receive informal but targeted technical assistance throughout the year. This technical assistance may involve an on-site visit, determined on an as needed basis.

PROCESS

The Perkins Programmatic Monitoring process involves six steps.

- Step 1. The self-assessment along with all requested materials is submitted to the ICCB prior to the on-site visit.
- Step 2. The on-site monitoring visit takes place.
- Step 3. The final report is issued by the ICCB, including any findings and/or recommendations from the on-site visit. This report is sent to the Perkins Administrator and the Chief Academic Officer (CAO) within 30-45 calendar days.
- Step 4. A Corrective Action Plan is developed if unsatisfactory elements continue to be relevant.
- Step 5. The Corrective Action Plan is submitted and reviewed, and a follow-up visit is conducted.
- Step 6. Findings are resolved, or further follow-up may be required.

MONITORING GUIDE

To aid the monitoring process and communication between the State and the colleges, a Monitoring Guide was developed. The Monitoring Guide contains review items that are specific to the Six Guiding Principles and their respective elements.

Rating	Description	Subsequent Action
Satisfactory (S)	The activity or service clearly met or exceeded the necessary requirement.	No follow up required.
Advisory Recommendation (AR)	The activity or service minimally met the requirement and needs improvement.	No Corrective Action Plan required; however, continued technical assistance and support will occur.
Compliance Findings (CF)	The activity or service did not meet the necessary requirement.	Corrective Action Plan is to be developed and submitted by the college.

The Monitoring Guide can be accessed at the following link:

https://www.iccb.org/cte/?page_id=55.

PRIOR TO ON-SITE VISIT

Colleges are asked to complete and submit their self-assessment two weeks prior to the on-site monitoring visit. The self-assessment is done by completing and reflecting on the elements listed throughout Sections 1-5 in the Monitoring Guide. The self-assessment can be accessed at any time and has been used by many colleges as an annual assessment of their Perkins program. This assessment helps colleges evaluate the services and activities provided through Perkins funds and determine areas that are in need of quality improvement.

In addition to the self-assessment, other documents must be made available for review both prior to and during the on-site visit. A Perkins Programmatic Monitoring Documentation Checklist, containing the specific materials requested along with a timeline for submission, will be provided to each college. (Appendix F)

Information requests will be sent to the designated Perkins Administrator who will ensure that all required documentation is submitted prior to the visit or ready for review upon arrival.

The ICCB's CTE staff will provide an agenda to the Perkins Administrator for the on-site review which may include requests for interviews with specific college faculty and/or staff. The Perkins Administrator is responsible for notifying the appropriate college staff and arranging a sufficient meeting location. At a minimum, the Perkins Administrator, career dean(s), CTE faculty and related coordinators should participate in the meeting.

THE ON-SITE VISIT

During the review, the ICCB's CTE staff will review various documents and meet with college administrators. The ICCB's staff may also interview faculty and students and review CTE program facilities and equipment. (Tours of CTE program facilities will be conducted without disrupting classroom instruction.)

Documentation Review

The ICCB's staff will spend much of the on-site visit reviewing requested information and materials found on the programmatic monitoring checklist.

Exit Discussion

The exit discussion is the final activity of the on-site visit during which a summary of general findings will be provided to the college. Additional conversations about upcoming professional development, policy changes, fiscal requirements, and other general questions occur.

AFTER THE ON-SITE VISIT

A letter detailing the findings from the review along with a draft monitoring report will be issued within 30-45 calendar days following the on-site review. This communication will be sent electronically to both the college's Chief Academic Officer and the Perkins Administrator.

Upon receipt of the monitoring findings, the institution has 30 calendar days to review, comment and/or correct any factual errors. If no response is received, the monitoring report becomes final. If a college receives an Unsatisfactory rating, a Corrective Action Plan must be submitted within 60 calendar days for the ICCB's approval.

FOR MORE INFORMATION REGARDING PROGRAMMATIC MONITORING, CONTACT:

Natasha Allan

Director for Career and Technical Education
MOA Coordinator
natasha.allan@illinois.gov
217.785.0139

Melissa Andrews

Associate Director for Career and Technical Education
melissa.andrews@illinois.gov
217.785.0068

Nicole Joerger

Associate Director for Career and Technical Education
nicole.joerger3@illinois.gov
217.524.9119



SECTION 6: FISCAL MONITORING

The objective of the fiscal monitoring process is to confirm that grant recipients are expending funds according to Uniform Grant Guidelines. The Illinois Community College Board will conduct fiscal monitoring reviews based on an assessment of programmatic and institutional risk. Monitoring review procedures will vary based on a grantees overall risk score.

SCHEDULE

Grant recipients will be contacted by the ICCB's staff in advance of the fiscal monitoring visit. Once the grant recipient is chosen for monitoring, the grant recipient will receive a monitoring notification detailing the monitoring process. Additionally, the college will receive a document request that will assist them in properly submitting all required documentation. It is important to note that colleges are not exempt from back-to-back reviews. Monitoring will be conducted based on a yearly assessment of risk, not on a predetermined schedule.

RISK ASSESSMENT

The Illinois Community College Board risk assessment will determine the level of monitoring each CTE grant recipient will undergo each year. Colleges with high risk scores will be monitored more rigorously than providers with low risk scores. Factors that effect a grant recipient's risk score include: Timeliness of document submissions, significant deficiencies or material weaknesses in audits, the college's score on the Internal Controls Questionnaire (ICQ), total grant dollar amount, the number of findings in the grant recipient's most recent monitoring visit, and the amount of time that has passed since a grantee's last on-site monitoring visit.

Questions regarding the ICCB Risk Assessment can be directed to the ICCB Fiscal Compliance staff.

FISCAL MONITORING REVIEW

The beginning of the fiscal monitoring process consists of reviewing the provider's revenue and expenditures in the general ledger for the Perkins grant of the requested fiscal year. From each year's ledger, purchase/requisition orders are requested. The intent is to get a broad range of the orders consisting of various dollar amounts from each expenditure category. After the initial review, there will often be a second request for back-up documentation on sampled items from the initial review. The following five categories outline the specific types of expenditures and information that are reviewed to ensure fiscal compliance:

1. Equipment

Equipment is used by Perkins-approved programs and/or staff.

- Property records will be reviewed to ensure compliance with the CTE Grant Manual rules regarding Equipment.
- Inventory disposal guidelines are in place. (Additional information regarding Equipment is located on page 48.)

2. Salaries

If salaries are paid from grant funds, the provider's payroll accounting, timesheets and any other salary or benefit documents are reviewed to confirm that each employee is performing Perkins-related functions and is being paid appropriately. (Additional information on salaries is on page 50.)

3. Student Information

If student expenses are paid with grant funds, then verification that the student was registered and enrolled in a CTE program and was a member of an eligible special populations sub-group will be examined. This is typically done by reviewing a sample of student transcripts.

4. Transit of Funds

All providers are responsible for monitoring the sub-grantees of their grants. The ICCB's staff will verify that there is a process in place to ensure the grant funds are spent properly by both ICCB providers and their sub-grantees. The following are suggestions for monitoring and communicating with sub-grantees: hold regular meetings, require semi-annual reports and final expenditure reports and review a sample of sub-grantees each year.

5. Cash on Hand

Cash on hand is reviewed using the provider's general ledger. (Additional information on Cash Management can be found on page 51.)

AFTER THE FISCAL REVIEW

Once the fiscal monitoring review is completed, a summary report is written and sent to the provider for their review and response. This report includes any compliance findings or advisory recommendations. A compliance finding is an issue that does not meet the allowable guidelines for the use of funds and could result in the mandatory return of misspent funds to the ICCB.

- A compliance finding will require the recipient to correct the issue and submit a written response to the ICCB.
- An advisory recommendation will not require the recipient to take corrective action but is a suggested improvement from the ICCB.

FOR MORE INFORMATION REGARDING FISCAL MONITORING, CONTACT:

Kris Pickford

Director for Financial Compliance & Program Accountability

kris.pickford@illinois.gov

217.558.4680

Cassy Good

Associate Director for Compliance

cassy.good@illinois.gov

217.524.0504

EQUIPMENT

The following are guidelines for meeting the accountability requirements for equipment purchases and property records for equipment purchased with Perkins funding.

- The purchase of new or used equipment is permissible with grant funds.
- The ICCB and the grantee maintain joint ownership of all such equipment.
- Purchased equipment must be reasonable and necessary to effectively operate the CTE program. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost (2 CFR 200.404).

Expendable or Nonexpendable?

A distinction must be made between supply and equipment purchases. Equipment purchases:

- Have a value of more than \$5,000.
- Are properly safeguarded, monitored and accounted for within the normal course of operations.

All items qualified as “Equipment Purchases” will be required to have Property Records compliant with the CTE Grant Manual.

Accountability and Inventory

All equipment purchased with CTE funds must have property records maintained at all times. This property record should be in place and used to maintain accountability and control over assets acquired using grant funds. An asset listing ensures the provider/recipient will have an audit trail in place to document relevant information pertaining to equipment purchases. Property Records should include:

- the date of purchase;
- item description;
- serial/model number;
- institutional tag number, if applicable;
- purchase price;
- location of equipment;
- funds used for purchase;
- date of disposal;
- method of disposal; and
- fair market value at the date of disposal.

Disposal of Equipment

When equipment is no longer needed for the original project or program for which it was acquired, the equipment shall be used in other federal projects or programs. The program should notify the ICCB, and if the equipment is not needed in any other project or program, it may be retained, sold or otherwise disposed of. To eliminate any item from the local inventory, the program must follow these guidelines:

- Items of inventory may be sold or otherwise disposed of without further financial obligation to the ICCB if the equipment item has a per-unit current fair market value of less than \$5,000. The disposal of such items should be so noted on the equipment inventory.
- Items of equipment with per-unit current fair market value of \$5,000 or more may not be disposed of without approval from the ICCB's Director for CTE. A request to dispose of such equipment must be submitted in writing to the ICCB. Permission to dispose of the designated equipment will be granted in writing following a review of the request. Property Records must be updated to reflect this disposal.

Time and Effort Guidance

Recipients of federal funds are required to comply with 2 CFR, Part 220 and 2 CFR, Part 225, which mandate time and effort reporting. Per federal guidelines, there must be time and effort documentation to support payroll charges for personnel working on multiple federal awards or cost objectives. This applies to all federally funded grant programs.

Compliance with federal requirements is necessary to prevent cost disallowances and penalties by the federal government. Thus, it is important for institutions that receive federal funding to maintain accurate and auditable systems and records that document how individuals paid with federal funds actually spend their time.

Time and Effort Reporting

Time and Effort reporting is used to document and verify salary expenses charged to federally funded programs. The purpose is to ensure salaries and benefits are properly expended and that actual effort is consistent with the originally anticipated (budgeted) effort. Recipients should at least annually evaluate whether their time and effort documentation is still appropriate for tasks, activities and staff paid from federal sources of funding. The following methods can be used to document time and effort.

- **Semi-annual certifications** may be used to document the time and effort for employees paid from a single federal source.
- **Time distribution documentation** is required for employees that are paid from more than one source of funds. This documentation must be prepared at least monthly and reflect an after-the-fact distribution of the actual activity of each employee. It should also, coincide with one or more pay periods, be signed by the employee and account for 100% of the employee's time. An example of an acceptable Time Distribution Sheet, with instructions, can be found in Appendix J.
- **Substitute systems** for documenting salaries may also be used. These systems may include techniques for random sampling or quantifiable measures used for analysis of the time spent on tasks performed by the employee. In certain cases, time studies may be appropriate and used as a substitute for continuous time and effort documentation. Generally, time studies are best for programs involving tasks that are repetitive in nature. The processes and procedures and results thereof must be maintained for any substitute system in order to support the salaries charged to the federal program.

Cash Management

Pursuant to 34 CFR Part 74, the Grantee is required to maintain advances of federal funds in an interest bearing account with some exceptions:

- Grantees should manage cash-on-hand to avoid holding cash in excess of 30 days.
- Any interest earned annually totaling \$100 or less must be expended on the program or returned to the Department of Education through the Board.
- Any interest earned annually over \$100 must be returned to the Department of Education through the ICCB.

Excess Cash Holding Period

The ICCB has designated 30 days as the maximum amount of time a provider may hold cash without exceeding a reasonable period of time that cash may be held on hand before being spent. It is the responsibility of the provider to monitor its available federal cash on hand for the CTE grant program. As stated above in the Fiscal Monitoring section, the ICCB's staff conducting fiscal monitoring activities will also examine the college's policies, procedures and practices in place designed to comply with minimizing cash held in excess of 30 days. Annual earned interest amounts less than \$100 need not be repaid but should be spent on program initiatives and objectives.



SECTION 7: CIVIL RIGHTS REVIEWS

Annually, the Illinois Community College Board (ICCB) conducts a comprehensive civil rights review at two Illinois community colleges which 1. offer CTE programs and 2. receive federal Perkins funding. Throughout the review process, the ICCB interviews staff, faculty, and students, as well as conducts a review of a college's facilities.

PURPOSE AND AUTHORITY

The purpose of the review is to ensure compliance with federal civil rights laws that bar discrimination on the basis of race, color, national origin, sex, and disability. The ICCB reviews compliance with the following federal civil rights laws:

- Title VI of the Civil Rights Act of 1964 [race, color, national origin]
- Title IX of the Education Amendments of 1972 [sex]
- Section 504 of the Rehabilitation Act of 1973 [disability]
- Title II of the Americans with Disabilities Act of 2010 [disability]
- The Vocational Education Program Guidelines

What gives the ICCB the authority to conduct these reviews?

Through the Methods of Administration (MOA) program, the United States Department of Education (USDE), Office for Civil Rights (OCR) is able to oversee the civil rights compliance programs of state agencies that administer CTE programs. As the administering of these programs is overseen by the ICCB, it is the responsibility of the ICCB to ensure this compliance on behalf of the OCR.

What is the MOA program?

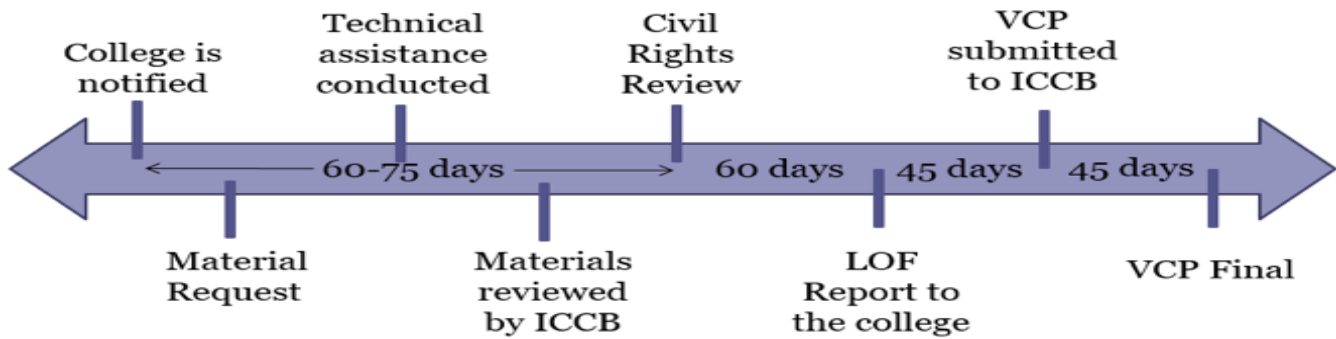
The Methods of Administration program was developed by the USDE, OCR, to ensure that all students, regardless of race, color, national origin, sex, or disability, have equitable access to high-quality CTE programs. The guidelines for ensuring this access, as well as the responsibilities for administering agencies, are laid out in the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Guidelines).

SELECTION CRITERIA

The ICCB utilizes specific selection criteria to determine which two colleges will be reviewed during the academic year. Points are assigned to each college based on the criteria and are then tabulated to determine the college's rank. These criteria have been reviewed and deemed acceptable by the OCR. Points are assigned based on the following factors:

- disparities between total enrollment and CTE enrollment in the areas of race, sex, and disability; and,
- when, if ever, the college last received an on-site civil rights review.

REVIEW PROCESS



Prior to the visit:

1. The ICCB requests materials to be submitted for review prior to the on-site visit.
2. Technical assistance is delivered and conducted on-site or via webinar/telephone.
3. ICCB staff review the submitted materials in preparation for the on-site visit.
4. The college works with the designated ICCB staff member in coordinating meeting space, interviews, and access to campus facilities.

During the visit:

1. ICCB staff meets with various groups including administrators, faculty, staff, and students to discuss college policies and practices related to areas covered by relevant civil rights laws.
2. ICCB staff tours the campus to examine compliance with accessibility standards.
3. At the end of the visit, ICCB staff conducts an exit conference with college staff to discuss any preliminary findings and next steps.

After the visit:

1. ICCB staff thoroughly analyzes all information collected as part of the review then compiles the results of the review and findings of noncompliance into a single report, the Letter of Finding (LOF). The LOF is issued to the college within 60 days of the review.
2. Issued in conjunction with the LOF is the Voluntary Compliance Plan (VCP). The VCP is a corrective action plan that outlines each finding of noncompliance. The college will have 45 days to complete and submit the VCP.
3. The VCP should be finalized within 90 days of the LOF. Once the VCP is approved by the ICCB, the college will periodically submit documentation verifying completion of each finding.

What types of things are reviewed?

- Notices of nondiscrimination
- Grievance procedures
- Accommodations policies
- Title IX, Section 504, and Title II Coordinator job duties
- Student and employee recruitment process
- Cooperative education and training agreements
- Campus facilities and parking lots

FOR MORE INFORMATION REGARDING THE CIVIL RIGHTS REVIEW PROCESS, CONTACT:

Natasha Allan

Director for Career and Technical Education, ICCB

MOA Coordinator

natasha.allan@illinois.gov

217.785.0139

FOR PROFESSIONAL DEVELOPMENT INQUIRIES REGARDING CIVIL RIGHTS, CONTACT:

Dr. Aimee LaFollette Julian

Director, Illinois Center for Specialized Professional Support

alafoll@ilstu.edu

309.438.5122

www.icsp.s.illinoisstate.edu

APPENDICES

- A. ICCB Contact Information
- B. Definitions
- C. Acronym List
- D. Online Resources
- E. Expected Outcomes Sheet
- F. Programmatic Monitoring Checklist
- G. Time Distribution Sheet

Appendix A: ICCB Contact Information

CAREER AND TECHNICAL EDUCATION

Whitney Thompson
Senior Director for Career and Technical Education
whitney.thompson@illinois.gov
217.558.0318

Natasha Allan
Director for Career and Technical Education
MOA Coordinator
natasha.allan@illinois.gov
217.785.0139

Melissa Andrews
Associate Director for Career and Technical Education
melissa.andrews@illinois.gov
217.785.0068

Nicole Joerger
Associate Director for Career and Technical Education
nicole.joerger3@illinois.gov
217.524.9119

ACADEMIC AFFAIRS & STUDENT SERVICES

Marcus Brown
Senior Director for Academic Affairs and Student Services
marcus.brown@illinois.gov
217.524.5503

Melvin Harrison
Director for Academic Affairs
melvin.harrison@illinois.gov
217.785.5003

Tricia Broughton
Associate Director for Academic Affairs
tricia.broughton@illinois.gov
217.785.0082

Mackenzie Montgomery
Director for Student Services
mackenzie.montgomery@illinois.gov
217.557.7119

RESEARCH AND POLICY STUDIES

Nathan Wilson
Deputy Director for Academic Affairs and Institutional Effectiveness
nathan.wilson@illinois.gov
217.558.2067

Jay Brooks
Senior Director for Research and Policy Studies
jay.brooks@illinois.gov
618.942.7460

Michelle Dufour
Associate Director for Research and Policy Studies
michelle.dufour@illinois.gov
217.782.9574

Jana Ferguson
Associate Director for Research and Policy Studies
jana.ferguson@illinois.gov
217.558.2163

FINANCE & COMPLIANCE

Kris Pickford
Director for Financial Compliance and Program Accountability
kris.pickford@illinois.gov
217.558.4680

Cassy Good
Associate Director for Compliance
cassy.good@illinois.gov
217.524.0504

Zula Lee
Director for Finance and Operations
zula.lee@illinois.gov
217.785.0258

Patrick Walwer
Associate Director for Finance and Operations
patrick.walwer@illinois.gov
217.785.0089

Appendix B: Definitions

The following definitions will assist in understanding many of the activities and effective practices described in this guide and in completing an application for Perkins Grant funding.

Advisory Committee: a group of persons which includes employers and employees who advise CTE educators and administrators on the development, implementation and evaluation of CTE programs to ensure programs are tailored to meet the workforce developments needs of the community. The committee should be comprised of a diverse set of individuals with experience and expertise in an occupational field that the CTE program serves.

Articulation Agreement: Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with: A) at least three Illinois public universities, or B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer. [ICCB Rule 1501.309d1]

Associate Degree: An award for satisfactory completion of a curriculum of 60 semester credit hours or more. [Section 1501.301 ICCB Administrative Rules]

Career and Technical Education: (A) a sequence of courses that [i] provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; [ii] provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and [iii] may include prerequisite courses (other than a remedial course) and (B) includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry. [Section 3(5) Perkins V]

Career Guidance and Academic Counseling: Guidance and counseling that (A) provides access to information regarding career awareness and planning with respect to an individual's occupation and academic future; and (B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs. [Section 3(7) Perkins V]

Certificate: An award for satisfactory completion of a series of courses or curriculum of 50 semester credit hours or less. [Section 1501.301 ICCB Administrative Rules]

Occupational Certificate: An award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field. [Section 1501.301 ICCB Administrative Rules]

Completer: A postsecondary student who has completed a program of study or earned an industry recognized credential.

Concentrator: A student enrolled in an eligible recipient who has (1) earned at least 12 credits within a career and technical education program or program of study; or (2) completed such a program if the program encompasses fewer than 12 credits or the equivalent total.

Core Indicators of Performance: Accountability system used to assess the effectiveness of the State and local funding recipients in achieving progress in CTE. [Section 113 Perkins V]

Corrective Action Plan: A corrective action plan is a plan developed by the college when an unsatisfactory finding in which activities or services did not meet the necessary requirement(s) is made. If a college receives an unsatisfactory rating, a Corrective Action Plan must be submitted within 60 days for the ICCB's approval.

Eligible Institution: An institution is eligible for Perkin's funding if they are: (A) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree; (B) a local education agency providing education at the postsecondary level; (C) an area career and technical education school providing education at the postsecondary level; (D) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe; (E) an educational service agency; or (F) a consortium of 2 or more of the entities described above. [Section 3(13 A-F Perkins)]

Participant: An individual who completes not less than one course in a career and technical education program or program of study.

Program of Study: A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that: (a) incorporates challenging State academic standards; (b) addresses both academic and technical knowledge and skills, including employability skills; (c) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; (d) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); (e) has multiple entry and exit points that incorporate credentialing; and, (f) culminates in the attainment of a recognized postsecondary credential. [Section 3(41)(A-F) Perkins V]

Special Populations: The Strengthening Career and Technical Education for the 21st Century Act focuses on serving underrepresented groups which include [Section 3(48) Perkins V]-

- (A) individuals with disabilities (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102);
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for nontraditional fields, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals including-
 - (i) an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.c. 3102); or
 - (ii) an individual who-
 - (a) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
 - (b) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of the title IV fo the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
 - (iii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment;
- (F) English learners include (A) a secondary studentd who is an English learner, as defined by section 8101 of the Elementary and Secondary Education Act of 1965; or (B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and-
 - (i) whose native language is a language other than English; or
 - (ii) who lives in a family envorimment or community in which a language other than English is the dominant language [Section 3(22) Perkins v];
- (G) homeless individualas described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who-
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

Appendix C: Acronym List

ABE	Adult Basic Education
ACTE	Association for Career and Technical Education
AEFL	Adult Education and Family Literacy
ATB	Ability to Benefit
AYP	Adequate Yearly Progress
CAO	Chief Academic Officer
CCR	College and Career Readiness
CFO	Chief Financial Officer
CORD	Center for Occupational Research and Development
CTE	Career and Technical Education
CTSO	Career and Technical Student Organizations
DCEO	Department of Commerce and Economic Opportunity
DOE	Department of Education
EDGAR	Education Department General Administrative Regulations
EFE	Education for Employment
ELL	English Language Learners
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
FAUPL	Final Agreed Upon Performance Levels
FTE	Full Time Equivalent
FY	Fiscal Year

GATA	Grant Accountability and Transparency Act
GATU	Grant Accountability and Transparency Unit
HEA	Higher Education Act
IACTE	Illinois Association for Career and Technical Education
IBHE	Illinois Board of Higher Education
ICAPS	Integrated Career and Academic Preparation System
ICCA	Illinois Career Coordinators Association
ICCB	Illinois Community College Board
ICQ	Internal Control Questionnaire
ICSPS	Illinois Center for Specialized Professional Support
ICTA	Illinois Career and Technical Administrators
IDEA	Individuals with Disabilities Education Act
IDES	Illinois Department of Employment Security
IEP	Individualized Education Plan
ILS	Illinois Learning Standards
ISBE	Illinois State Board of Education
ISAC	Illinois Student Assistance Commission
LEA	Local Educational Agency
LEP	Limited English Proficiency
MIS	Management Information System
NACEP	National Alliance for Concurrent Enrollment Partnerships

NAPE	National Alliance for Partnerships in Equity
NOFA	Notice of Funding Award
NOSA	Notice of State Award
NTO	Nontraditional Occupations
OCR	Office for Civil Rights
OCCRL	Office of Community College Research and Leadership
OCTAE	Office of Career, Technical, and Adult Education
OMB	Office of Management and Budget
Perkins V	Strengthening Career and Technical Education for the 21st Century Act
PIP	Performance Improvement Plan
PODS	Perkins Online Data System
POS	Program of Study
PTR	Pathways to Results
ROE	Regional Offices of Education
STEM	Science Technology Engineering and Mathematics
SLDS	Statewide Longitudinal Data System
UGA	Uniform Grant Agreement
WBL	Work Based Learning
WIOA	Workforce Innovation and Opportunity Act

Appendix D: Online Resources

1. Advance CTE: State Leaders Connecting Learning to Work
<http://www.careertech.org/>
2. American Association of Community Colleges (AACC)
<http://www.aacc.nche.edu>
3. Association for Career and Technical Education (ACTE)
<https://www.acteonline.org/>
4. Department of Commerce and Economic Opportunity (DCEO)
<http://www.illinois.gov/dceo/Pages/default.aspx>
5. Government Accountability and Transparency Act (OMB)
<http://www.illinois.gov/sites/gata/Pages/default.aspx>
6. Illinois Board of Higher Education (IBHE)
<http://www.ibhe.org/>
7. Illinois Center for Specialized Professional Support (ICSPS)
<http://icsps.illinoisstate.edu/>
8. Illinois Community College Board (ICCB)
<http://www.iccb.org/>
9. Illinois Council of Community College Administrators (ICCCA)
<http://www.iccca.org/>
10. Illinois Programs of Study Expectations Tool
www.iccb.org/cte/wp-content/docs/IL-POS-Expectation-Tool-11-3-14.doc
11. Illinois State Board of Education (ISBE)
<http://www.isbe.net/>
12. Illinois WIOA Implementation Resources
<https://www.illinoisworknet.com/WIOA/Resources/Pages/WIOA-Implementation.aspx>
13. National Research Center for Career and Technical Education (NRCCTE)
<http://www.nrccte.org/>
14. OCTAE Questions and Answers Regarding the Implementation of the Carl D. Perkins Career and Technical Education Act of 2006 – Version 5.0
<https://www.iccb.org/cte/wp-content/uploads/2015/10/OCTAE-Perkins-Implementation-FAQ-Version-5.0-August-2016.pdf>
15. Office of Community College Research and Leadership
<http://occr1.illinois.edu/>
16. Perkins V – Frequently Ask Questions
<http://www2.ed.gov/about/offices/list/ovae/pi/cte/factsh/faq-080528.pdf>

Appendix E: Expected Outcomes Sheet

WHAT ARE GOALS AND OBJECTIVES?

A goal is an overarching principle that guides decision making. Objectives are specific, measurable activities that are performed to meet the goal which results in the expected outcome.

Goals	vs.	Objectives
Broad		Narrow
General intentions		Precise
Intangible		Tangible
Abstract		Concrete
Difficult to measure		Measurable

- S Specific
- M Measurable
- A Attainable
- R Relevant
- T Time-bound

Be very clear about what you are trying to assess. The expected outcome should be the result of the activity described for the element in order to meet the goals of the principle. Questions to consider when writing outcomes:

1. Is the outcome measurable?
2. Is the method of measurement documented?
3. Is the outcome realistic and achievable?
4. Does the outcome reflect the same specified population as the activity?
5. Does it relate to and clearly impact one or more of the Performance Measures?
6. Will relevant parties find the information generated credible and applicable to decisions that need to be made?

Statements should begin with Students, Faculty, or Business partners “will be able to (insert verb).”

Principle 1 (Leadership, Organization, and Support)
E. High Schools / EFE Regions

Activity: Host four professional development sessions for CTE high school and college administrators and faculty on curriculum integration and alignment.

Expected Outcome: High school and college CTE instructors will be able to integrate and employ an aligned and integrated curriculum, while enhancing and forming a stronger relationship. (Method of Measurement: Use feedback and evaluations from sessions to improve programming)

Principle 2 (Access, Equity and Opportunity)
A. Industry Understanding/ Experience

Activity: Invite business and industry guest speakers to present industry information to students and/or conduct field trips to allow students to view the various aspects of industry and visit potential employers.

Expected Outcome: Students will be able to interpret the information presented by the businesses as it relates to their courses. Students will also be able to network with potential employers in the area. (Method of Measurement: instructor observations, student reports, documented follow up required by students)

Principle 3 (Alignment and Transition)
C. Industry Recognized Credential

Activity: Provide NASSSA testing for Automotive students to prepare them to take their industry-recognized credential test.

Expected Outcome: Over 80% of the automotive students will be able to successfully complete an industry-recognized credential test. (Method of Measurement: test results)

Principle 4 (Enhanced Curriculum and Instruction)
C. Use of Technology in CTE programs

Activity: Purchase and provide simulator equipment, modules, and software to allow students to improve knowledge and skills through hands-on demonstrations and innovative technology used by industries for the following clusters/pathways: Health Science, TDL, and Corrections and Security.

Expected Outcome: 70% of the students will be able to demonstrate proficiency of the technologies and skills necessary to be successful in their field of study. (Method of Measurement: comprehensive exams and project observations)

Principle 5 (Professional Preparation and Development)
J. Transition to Teaching

Activity: Department Chairs will provide a mentoring and training for faculty who are transitioning from business and industry to adjunct faculty positions.

Expected Outcome: Adjunct faculty, fluent in their sector of expertise, will be able to use innovative strategies in teaching the students in their selected courses. (Method of Measurement: evaluations and lesson plans)

Principle 6 (Program Improvement and Accountability)
E. Services and Activities

Activity: Implement Truck Driving and Construction Tech CTE programs.

Expected Outcome: The College will increase the number of quality high-wage, high-demand CTE programs offered to students. At least 30 students per semester will enroll in the newly implemented programs. (Method of Measurement: industry data, course roster, enrollment data)

POTENTIAL METHODS OF MEASUREMENT

enrollment data	exams	survey report	dual credit report
attendance sheets	data	agendas	distribution lists
focus groups	meeting minutes	sign-in sheets	instructor/counselor reports
projects	tutoring log	academic proficiency results	lesson plans
instructor documented observations	grade reports	articulation agreements	student report of services evaluations
Perkins PD report	course roster	program of study document	

USEFUL VERBS IN WRITING OUTCOMES

recognize reproduce identify collect examine describe interpret contrast estimate rate
support evaluate recommend differentiate extend demonstrate employ illustrate operate
practice schedule solve use calculate complete modify discover analyze categorize
assemble compose construct create design develop formulate manage organize plan
prepare integrate

Appendix F: Programmatic Monitoring Checklist

Community College:		
Perkins Contact:		
Date:		
ICCB Liaison:		
<p>Listed below is documentation related to Perkins that ICCB requests colleges have available for Programmatic Monitoring visits. Colleges are to have evidence for all items below for activities that took place in the Fiscal Year being monitored. If documentation is unable to be provided, “NV” (not available) should be checked and an explanation is required. NOTE: Additional documentation that is specific to each institution will be requested prior to each programmatic monitoring visit.</p>		
Documentation Request	Submitted	NV
1. Relevant college contacts (Perkins, Special Populations, Dual Credit, Title IX coordinator, 504 coordinator, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
2. Advisory meeting agenda and minutes	<input type="checkbox"/>	<input type="checkbox"/>
3. Examples of work-based learning activities, both internal and external	<input type="checkbox"/>	<input type="checkbox"/>
4. List of dual credit opportunities available to secondary students	<input type="checkbox"/>	<input type="checkbox"/>
5. Examples of CTE and academic integration (if you are providing a program/course sequence, please highlight applicable cocourses)	<input type="checkbox"/>	<input type="checkbox"/>
6. List of all professional development available for CTE faculty and staff, both internal and external	<input type="checkbox"/>	<input type="checkbox"/>
7. List of all fully developed Programs of Study with course sequences	<input type="checkbox"/>	<input type="checkbox"/>
8. Completed Expectations Tool for the fiscal year’s Program of Study focus including support documentation	<input type="checkbox"/>	<input type="checkbox"/>
9. List of equipment purchased by Perkins funds	<input type="checkbox"/>	<input type="checkbox"/>
10. Documentation of services provided to support each special population as defined by Perkins	<input type="checkbox"/>	<input type="checkbox"/>

Appendix G: Time Distribution Sheet

NAME: _____ ID #: _____ POSITION: _____																																							
Month/Year: _____ SUBMISSION DATE: _____																																							
EMPLOYEE SIGNATURE: _____ SUPERVISOR SIGNATURE: _____																																							
DATE _____ DESCRIPTION _____																																							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	ACTIVITY FUNDING								

ACTIVITIES:	FUNDING SOURCE:
1-Recruitment	1-Federal Perkins, Postsecondary Title I
2-Retention	2-State Postsecondary CTE
3-Instruction	3-State CTE Program Improvement Grant
4-Assessment	4-ICCB CTE Leadership-Innovation Grant
5-Counseling	5- ICCB CTE Leadership-Reg. Collaboration Grant
6-Administration	6-WIOA-Title I Grant
7-Child Care	7-Other (specify)
8-Data/Information Services	
	9-Transportation
	10-Professional Development
	11-Program Planning
	12-Fiscal
	13-Clerical
	14-Transitiona/Job Placement
	15-Research Related Activities
	16-Other (specify)

INSTRUCTIONS

This form should be completed by persons who are being paid from two or more grant funds.

1. Use one form for each month.
2. Each sheet should include the employee name, position, month/year covered, signature of employee, date of submission and signature of supervisor.
3. **DATE:** In the boxes below a specific date, enter the percentage of time spent that day on a particular task for a particular funding source. The total for each date must equal 100%.
4. **DESCRIPTION:** Enter the "Activity" and "Funding Source" applicable for the portion of time. Programs may use the numbers provided or abbreviations that are appropriate to their organization detail for the activities and for the funding source. If "Other" Activity (#16) and/or Funding Source (#7) is utilized, please write in a specific description.
5. If the detail for a staff member indicates work under Federal Funding that involves travel, there must be correlation between the time distribution sheets and the travel documents for Federal Funding.

This is a sample form that may be used or modified by the program. Time distribution is not required to be documented in this format. However, it must reflect the appropriate activity and amount of time spent on activities funded with Federal Sources. Each day must account for 100% of the employee's time and activities. Expenditure claims for charges to the Federal Funding Source should align with the information included on the time distribution sheets.

PRACTICAL APPRENTICESHIP RESULTS E-LEARNING GOALS ACHIEVEMENT FUTURE LEARN EDUCATION
 JOBS PREPARING EXPERTISE NONTRADITIONAL KNOWLEDGE ACCOMPLISHMENT
 COMPETENCY SERVICE APPRENTICESHIP CAREER & TECHNICAL EDUCATION QUALIFICATIONS CREDENTIAL
 OCCUPATION SKILLS EMPLOYMENT TALENTS SOLUTIONS INDUSTRY TECHNICAL TRAINING ORGANIZATION EMPLOYABILITY
 CAREER DEVELOPMENT



Illinois Community College Board
 401 East Capitol Avenue
 Springfield, IL 62701-1711
www.iccb.org

This publication was prepared pursuant to a grant from the Illinois Community College Board,
 and is funded 100% through the Strengthening Career and Technical Education for the 21st Century Act.