Illinois Community College Board

# Illinois Postsecondary
# Career and Technical Education
# Plan Guidelines

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

**POSTSECONDARY PERKINS**
**ANNUAL PLAN DUE DATE:**   **MAY 25, 2012**

**SUBMIT ANNUAL PLAN TO:**   Ann.Chandler@illinois.gov

**Fiscal Year 2013**

*Programs of Study*

## Table of Contents

**INTRODUCTION**

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) is the most important piece of legislation affecting CTE in Illinois. Perkins IV focuses state and local efforts on continuously improving programs to facilitate the academic achievement of 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;
- ✓ Increasing state and local accountability standards.

This transformation is most clearly manifested in the Perkins IV Programs of Study (POS) initiative and through the state's Pathways to Results (PTR) Continuous Improvement Process. By creating a platform to cultivate collaboration among education, business and other workforce stakeholders, Programs of Study build efficient, aligned pathways that guide students through rigorous and relevant programs that ultimately lead to career success. Pathways to Results utilizes local data to engage select colleges in For more information on POS see Section 4.

*Summary of the Four (4) Components of the 2013 Perkins Annual Plan*
Together, the four sections detailed below make up the Postsecondary Perkins Annual Plan Submission.

**SECTION 1: POSTSECONDARY PERKINS ACCOUNTABILITY SYSTEM**
- This section requires a review of local college data using the Perkins Online Data System (PODS) and the completion of the "Accountability Data Snapshot Worksheet" (Form 1). This document walks users through an overview of their Perkins Accountability Data—an essential element in the development of the annual plan. By using Form 1, colleges will discover if they met or did not meet the state goal for each of the Perkins accountability indicators.
- If a college does not meet a specific state goal, it must submit a Performance Improvement Plan (Form 2) for the specific indicator.
- Forms:
    - Accountability Data Snapshot Worksheet (Form 1)
    - Performance Improvement Plan, if necessary (Form 2)

**SECTION 2: POSTSECONDARY PERKINS PROGRAM NARRATIVE**
- This section includes the "Program Elements Worksheets" found in Form 3 and the "College Information" found in Form 4. See Section 2 for definitions of the specific columns found on the Program Element Worksheets.
- Forms:
    - Program Elements Worksheets (Form 3)
    - College Information (Form 4)

## SECTION 3: POSTSECONDARY PERKINS ANNUAL BUDGET
- This section is created using the worksheet in Form 5. This is an Excel spreadsheet and will automatically total each line and column. See Section 3 for more information on the budget process.
- Forms:
    - Postsecondary Perkins Budget Worksheet (Form 5)

## SECTION 4: PROGRAMS OF STUDY
- This section represents the most significant change in the FY 2013 guidelines. Community colleges are required to submit one completed POS for formal approval. Colleges should select the program that best represents their overall approach to POS development.
- Forms:
    - Local Program of Study Inventory (Form 6)
    - Program of Study Expectations Tool Summary (Form 7)
    - Program of Study Sequence (Form 8 )
    - Programs of Study Partnership (Form  9)
    - Program of Study Continuous Quality Improvement Process (Form 10)

*Postsecondary Perkins Annual Plan Submission Process*

| | |
|---|---|
| Due Date | Close of Business May 25, 2012 |
| Submission Method | Forms 1 – 10 submitted to the ICCB. Details related to the submission process will be released at a later date. |
| Submission Questions | Rob Kerr @ rob.kerr@illinois.gov or 217-785-0068 |
| **To avoid confusion, <u>ALL</u> submission questions should be directed to Rob Kerr.** | |

- The FY 2013 Postsecondary Perkins Annual Plan Submission (Forms 1-10) must be submitted to the ICCB the close of business on May 25, 2012. Details related to this process will be released at a later date.

- Upon receipt of the completed proposal (Forms 1-10), the identified Perkins contact will receive an e-mail message confirming receipt of the Annual Plan submission.

- ICCB staff will then review the plan and contact the college to either 1) request more specific information, clarification and/or supporting data or 2) confirm that the proposal has been approved as submitted.

- Following staff approval, the ICCB will forward a Final Grant Agreement form to the college that details specific award information and includes all required Assurances and Disbarment forms.

- This form must be signed by the college president and returned to the ICCB in order to activate the grant.

- Audits will be based on the information provided in the signed Final Grant Agreement.

- Colleges not able to submit completed plans by the May 25, 2012 deadline must apply for an extension in writing to the ICCB (ATTN: Rob Kerr, Director of Career and Technical Education) or risk having their funding denied.

- Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2012.

- Expenditures may not begin until approval is received.

# SECTION 1: POSTSECONDARY PERKINS ACCOUNTABILITY SYSTEM

## OVERVIEW
Illinois community colleges now have access to a powerful resource to promote program improvement and advance dialogue about strengthening performance – **the Perkins Online Data System (PODS)**.  Data from the PODS is available in a series of Excel spreadsheets at http://iccbdbsrv.iccb.org/perfmeasure/home.html. All colleges have the ability to view their own data, information from other institutions, and statewide figures.

The Postsecondary Perkins accountability data is comprised of the following indicators:
- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate, or Diploma
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

Community colleges should review the PODS as they begin to develop their FY13 Perkins plan. Additionally, as part of the Perkins annual plan submission, colleges must utilize their data to complete the Accountability Data Narrative (see Section 1).  The Accountability Data Narrative includes the *Accountability Data Snapshot Worksheet* (Form 1), which helps colleges to understand the summary data provided in PODS. Additionally, if any indicator falls below the corresponding "State Goal" then the college must also submit a *Performance Improvement Plan* (Form 2).

This data needed to complete both the *Accountability Data Snapshot Worksheet* (Form 1) and the *Performance Improvement Plan* (Form 2) can be found on the Perkins Online Data System (PODS) at http://iccbdbsrv.iccb.org/perfmeasure/home.html.     To download Forms 1 and 2, go to: http://www.iccb.org/postsecondary.html.

## REVIEW AND REPORTING
**In order to complete the accountability portion of the Perkins annual plan submission, colleges must carry out these steps:**
1. Complete the Accountability Data Snapshot Worksheet (Form 1)
2. Review the *Overview of College Results* table found at:
   http://iccbdbsrv.iccb.org/perfmeasure/collegeoverviews.html
3. Identify those Accountability Measures that did not meet or exceed the "State Goal."
   a. *Any negative results in Column G, Rows 16-21 indicate that a goal was not met.*
4. Complete a separate Form 2, Performance Improvement Plan (PIP) for each indicator that did not meet the state goal.
5. Closely review the PODS data, including demographic and special populations breakouts to determine which group(s) are negatively impacting overall performance.
6. Collaborate with colleagues to develop a specific plan, identify milestones, timelines and responsible parties to elevate performance.
7. All items delineated in the Performance Improvement Narrative **must** be incorporated in the Postsecondary Perkins Annual Plan submission.

a. On the *Postsecondary Perkins Program Element Worksheets*, please bold all activities that have been initiated as a result of a Performance Improvement Plan (PIP).

Data tables available on the PODS site includes overall college performance, as well as detailed information on performance, based on specific demographic and special populations. The following data tables are available for each of the Postsecondary Perkins accountability data indicators:

1. Overview of College Results - *used to complete "Accountability Data Snapshot Worksheet"*
2. Overall Trends Gender by College Trends 2007-2009
3. Individuals with Disabilities (ADA) 2007-2009
4. Disadvantaged 2007-2009
5. Displaced Homemakers 2007-2009
6. Race/Ethnicity 2007-2009
7. Gender 2007-2009
8. Limited English Proficiency 2007-2009
9. Nontraditional Enrollees 2007-2009
10. Single Parents 2007-2009

To download Forms 1 and 2, go to: http://www.iccb.org/postsecondary.html.

# SECTION 2: POSTSECONDARY PERKINS PROGRAM NARRATIVE

The FY 2013 Program Narrative is comprised of the Program Element Worksheets (Form 3) and the College Information (Form 4). To download Forms 3 and 4, go to: http://www.iccb.org/postsecondary.html.

## OVERVIEW

**Program Element Worksheets**

The six narrative matrix worksheets can be found in Form 3. This is the form colleges will use to describe the activities that will be undertaken to support the grant goals. The narrative matrix is designed around the six Postsecondary Perkins Elements:

1. Improvement of Academic and Career and Technical Skills of CTE Students
2. Collaborations and Partnerships
3. Program Quality and Continuous Improvement
4. Access and Success for Special Populations
5. Nontraditional Training and Employment
6. Faculty and Staff Professional Development

Each of the six Elements has several sub-elements as well. All elements and sub-elements must be addressed in the Narrative Matrix. See Chapter 2 of the ICCB CTE Grants Manual (see "Linked Attachments") for more specific information on the requirements of the Narrative Matrix.

**College Information (Form 4)**

This form collects information that must be submitted as part of the Program Narrative.

1. Community College name, number and address
2. Primary Perkins Contact Information
   a. Include name, title, phone/fax and e-mail
3. Administrator/Dean responsible for general oversight of the Perkins grant
   a. Include name, title, phone/fax and e-mail
4. All staff (other than tutors) supported in part or full from the Perkins grant
   a. Include the following for each staff person
      i. Name, title, phone/fax and e-mail
      ii. Percentage of time supported by Perkins IV funds
      iii. Total salary rate
      iv. Brief description of their responsibilities as they relate to the elements and activities of the grant.

To download Forms 3 and 4, go to: http://www.iccb.org/postsecondary.html

# POSTSECONDARY PERKINS PROGRAM ELEMENT WORSHEET OVERVIEW

Perkins IV, section 135 (Local Uses of Funds) requires that each eligible recipient that receives funds shall use such funds to improve career and technical education programs. Nine Required Uses of Funds and twenty Permissive Uses of Funds are specified (see Appendix C).

In order to simplify this process and direct the college planning efforts, the ICCB has developed the following Narrative Matrix based on six Postsecondary Perkins Program Elements. All elements and sub elements must be addressed in the Narrative Matrix.

See Appendices B and C and Chapter 2 of the ICCB CTE Grants Manual (See "Linked Attachments") for more specific information on the requirements of the Narrative Matrix.

**Postsecondary Perkins Program Elements**
**1. IMPROVEMENT OF ACADEMIC AND CAREER AND TECHNICAL SKILLS OF CTE STUDENTS**
   *How will the college address the following goals?*
1A Strengthen the academic and career and technical skills of students participating in CTE programs.
1B Integrate academics with CTE programs.
1C Develop CTE programs that will provide students with strong experience in, and understanding of, all aspects of an industry.
1D Develop work-based learning experiences for CTE students.
1E Develop, improve or expand the use of technology in CTE programs.
1F Describe how the college will ensure that career and technical education programs include the same coherent and rigorous content standards as other college programs.
1G Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
1H Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.
1I Describe efforts to improve the transition to teaching from business and industry.

**2. COLLABORATIONS AND PARTNERSHIPS** *(revised for FY 2013)*
   *How will the college address the following goals?*
2A Link CTE at the secondary and postsecondary level.
2B Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.
2C Disseminate information about CTE programs to stakeholders.
2D Working with local Education-for-Employment regions encourages career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

**3. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT**
   *How will the college address the following goals?*
3A Continuously improve the quality of CTE programs.
3B Develop and implement evaluations of CTE programs.
3C Develop and implement evaluations of how the needs of special populations enrolled in CTE programs are being met.

3D Initiate, improve, expand and modernize quality CTE programs.

3E Provide services and activities that are of sufficient size, scope and quality to be effective.

3F Describe the process that will be used to evaluate and continuously improve the   performance  of the community college.


## 4. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS
*How will the college address the following goals?*

4A Ensure that CTE programs are accessible by members of special populations.

4B Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

4C Help members of special populations overcome barriers that may limit their opportunities for success.

4D Assist and enable special populations to meet the State adjusted levels of performance.

4E Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.


## 5. NONTRADITIONAL TRAINING AND EMPLOYMENT
*How will the college address the following goals?*

5A Support training activities (such as mentoring and outreach) in nontraditional fields. *Nontraditional fields refer to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.*

5B Provide training activities to assist nontraditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

5C Help nontraditional students overcome barriers that may limit their opportunities for success.

5D Assist and enable nontraditional students to meet the State adjusted levels of performance.


## 6. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT
*How will the college address the following goals?*

6A Offer comprehensive professional development opportunities for faculty, guidance and administrative personnel who are involved in integrated CTE programs.

6B Prepare professional development opportunities for faculty, guidance and administrative personnel on topics including:
6B1     effective integration of academics and CTE;
6B2     effective teaching skills based on research;
6B3     effective practices to engage stakeholders;
6B4     effective use of scientifically based research and data to improve instruction.

6C Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with all aspects of an industry and involve internship programs that provide relevant business experience.

6D Prepare professional development opportunities that will train faculty on the effective use and application of technology.

## PERKINS ELEMENT WORKSHEET TERMS

**Perkins Elements -** Addresses areas in which community colleges must dedicate funding to support activities in order to address the federally required Uses of Funds.

**Resources -** Postsecondary Perkins dollar amount used to support a specific activity being planned on the Postsecondary Perkins Program Element Worksheets

**Activity -** Action that is planned and coordinated using Postsecondary Perkins funds to address the program element.

**Expected Outcomes -** Specific, long-term/short-term measurable results that address the direct and indirect effects of an activity. Expected outcomes must:
1. be directly influenced or caused to happen by the activity;
2. reflect results, not processes;
3. be written as change statements (indicating whether things will increase, decrease or stay the same).
4. describe what will be different for the students, teachers, business partners, college, school, etc. as a result of the activity.
5. be realistic and achievable.
6. reflect the same specified population as the activity
7. relate to and clearly impact one or more of the Performance Measures.

**Performance Measure –** Accountability indicators that are expected to be affected by the proposed activities.
- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate, or Diploma
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

To download Forms 3, go to: http://www.iccb.org/postsecondary.html.

# SECTION 3: POSTSECONDARY PERKINS ANNUAL BUDGET

## OVERVIEW

The Postsecondary Perkins Budget Worksheet (Form 5) assists college planners to structure an adequate and effective budget for FY 2013 Perkins funded activities. To download Form 5, go to: http://www.iccb.org/postsecondary.html.

The worksheet breaks down uses of funds into seven Expenditure Account categories:
1. Improvement of Academic and Technical Skills of CTE Students;
2. Collaborations and Partnerships;
3. Program Quality and Continuous Improvement;
4. Access and Success for Special Populations;
5. Nontraditional Training and Employment;
6. Faculty and Staff Professional Development;
7. General Administration (up to 5% of total allocation).

The first six Expenditure Accounts relate directly to the Illinois Postsecondary Perkins Program Element Worksheets (see Form 3 and Appendix B). The seventh, General Administration, refers to organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students. No more than 5% of the college's local allocation may be spent on General Administration.

## BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or $10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or $10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

To request a budget modification, the project director must submit to the ICCB a revised budget worksheet and address the following questions to help justify and explain the need for the amendment:
1. How the funds were originally intended to be used?
2. Why are the funds no longer being used for this purpose?
3. What is the new intended purpose for the funds?

All budget modification requests must be emailed to be sent to Ann Knoedler: ann.chandler@illinois.gov.

For more information on the budget development process, see Chapter 2 of the ICCB CTE Grants Manual (see See "Linked Attachments").

To download Forms 5, go to: http://www.iccb.org/postsecondary.html.

# SECTION 4: PROGRAMS OF STUDY

## OVERVIEW
Perkins IV calls for the creation of secondary-to-postsecondary sequences of academic and career and technical (CTE) coursework that helps students to attain a postsecondary degree, or industry-recognized certificate or credential. To help facilitate this effort, Illinois has adopted the national Career Cluster framework to assist in our efforts.

### *Federal Programs of Study Requirements*
As defined in The Carl D. Perkins Career and Technical Education Act of 2006 (section 122(c)(1)(A), Career and Technical Education Programs of Study must include the following:
A. secondary and postsecondary education elements;
B. coherent and rigorous continent aligned with challenging academic standards and relevant career and technical content
C. a sequence of courses that is coordinated and non-duplicative;
D. a sequence of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
E. the opportunity for secondary students to earn postsecondary credit through dual enrollment, dual credit or other means;
F. the attainment of an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The State of Illinois is dedicated to ensuring that all students have access to rigorous and relevant educational opportunities that prepares them for success in college and careers. In order to achieve this goal, all Illinois educational systems must work collectively and collaboratively to create an aligned educational structure that improves student learning. Career and Technical Education programs, which combine challenging academic coursework with relevant, career-focused content, are uniquely positioned to respond to this challenge.

The Illinois Community College Board and the Illinois State Board of Education are working collaboratively to support the development of Illinois Programs of Study, as required by Perkins IV. This initiative seeks to identify pathways from secondary school to two- and four-year colleges, graduate schools, and the workplace to link classroom and lab content with the knowledge and skills they need for success in college and careers.

By aligning course offerings at the secondary level with increasingly advanced academic and technical courses at the postsecondary level, Programs of Study will equip students with the skills and credentials required for success in high-growth, high-demand, and high-wage career fields. This connection provides an important context for educational reform and ensures that instruction is increasingly relevant and focused.

## PROGRAM OF STUDY APPROVAL PROCESS
For FY 2013, community colleges are required to submit one completed Program of Study for approval. Colleges should select a program that best represents their overall approach to POS development. Previous Pathways to Results sites should consider selecting the POS reviewed as part of that project (see Form 10 – POS Continuous Quality Improvement Process - for more information).

Five forms will be submitted as part of the FY13 POS approval process:
1. Local Program of Study Inventory (Form 6)
2. Program of Study Expectations Tool Summary (Form 7)

3. Program of Study Sequence (Form 8)
4. Programs of Study Partnership (Form 9)
5. Program of Study Continuous Quality Improvement Process (Form 10)

To download forms 6-10, go to http://www.iccb.org/postsecondary.html.

*Local Programs of Study Inventory (Form 6)*
The Program of Study Inventory must include information on all programs of study that have been implemented by the college. As part of the FY13 plan submission, colleges will choose one specific program of study from the Inventory to submit for approval.

*Programs of Study Expectations Tool Summary (Form 7)*
The Illinois Programs of Study Tool was designed to be an interactive instrument to guide local partnerships through the various POS requirements and quality indicators. The college will utilize the Tool to formally review the selected POS and determine if it meets both the federal requirements and the high standards set in Illinois. To guide this effort the college will organize an internal self-review team that includes, at a minimum, secondary and postsecondary representation. As part of the FY13 postsecondary Perkins Annual Plan submission, the results of the review must be submitted on the POS Tool Summary (Form 7).

*Program of Study Sequence (Form 8)*
The Program of Study Sequence is a customized pathway of courses in both academic and career and technical content. It is developed as a career planning aid for students, counselors, faculty, and administrators. Courses included are designed to address local and state high school graduation requirements, college entrance standards, and college degree or certificate completion requirements. As part of the FY13 postsecondary Perkins Annual Plan submission, community colleges must submit a separate POS Sequence form for each high school that offers the selected POS.

*Programs of Study Partnership (Form 9)*
As part of the FY13 Program of Study approval process, community colleges must use the Program of Study Partnership form to document the partners and stakeholders that were involved in the development of the selected POS. At a minimum, this list must include community college and secondary partners *(Pathways to Results sites may substitute their "PTR Charter" for this submission).*

*Program of Study Continuous Quality Improvement Process (Form 10)*
Colleges are required to utilize Form 10 to document their continuous quality improvement (CQI) efforts related to selected program of study.

To download forms 6-10, go to http://www.iccb.org/postsecondary.html.

# SECTION 5: POSTSECONDARY PERKINS SUPPORT & ADMINISTRATION

## POSTSECONDARY PERKINS MONITORING AND REPORTING REQUIREMENTS

### MONITORING REQUIREMENTS
Perkins sub-recipients are subject to *fiscal* and *programmatic* monitoring.

### *FISCAL MONITORING*
The objective of the fiscal monitoring process is to confirm providers are expending funds according to grant guidelines.  ICCB staff will conduct a fiscal monitoring visit for each provider at least once every five years.

For more information regarding the fiscal monitoring process, see Chapter 3 of the ICCB CTE Grants Manual (Attachment 2) or contact Ed Smith, Senior Director for Financial Compliance and Accountability, at (217) 785-0173 or ed.s.smith@illinois.gov.

### *PROGRAMMATIC MONITORING*
The ICCB CTE Regional Consultants provide direct and ongoing technical assistance to Postsecondary Perkins sub-recipients across the state.  Each consultant is assigned to a specific region and conducts onsite monitoring/TA visits over the course of the year.

| Name | Region | Phone | Email |
|---|---|---|---|
| Bernard Ferreri | Chicago Region | (708)448-5672 | bmfmaf@yahoo.com |
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| Sue Petrilli | Central Region | (217)529-3342 | rspetrilli@warpnet.net |
| Terry Clark | Southern Region | (618)435-6976 | terrylclark2002@hotmail.com |

The intent of Perkins Programmatic Monitoring is to directly review compliance with the Carl D. Perkins Act of 2006, as well as observe evidence of progress on program activities and services.  The Perkins Programmatic Monitoring process is a six step process which includes the following:

- Step 1: On-site monitoring visit
- Step 2: 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 Coordinator and the Chief Academic Officer.
- Step 3: Corrective Action Plan must be developed by the sub-recipient for all unsatisfactory findings. (Activities detailed in the Corrective Action Plan must be integrated into the annual Perkins Grant Plan until all the findings are fully addressed)
- Step 4: Corrective Action Plan is submitted and reviewed.
- Step 5: Follow-up is conducted during the subsequent year's on-site monitoring visit.
- Step 6: Findings are resolved, or further follow-up may be required.

**REPORTING REUIREMENTS**

*QUARTERLY REPORTING*
In order to comply with Public Act 96-0795, Postsecondary Perkins sub-recipients are required to submit quarterly reports.

Quarterly reports will consist of two sections:
Section 1 – Progress Update
1. A short and concise update on the status of activities that have been completed, and;
2. A short and concise update on the status of activities that have encountered barriers which may prevent full implementation

Responses to Section 1 must be emailed to Ann Chandler Knoedler (ann.chandler@illinois.gov).

Section 2 - Quarterly Update on the Expenditure of Related Grant Funds
Grantees will enter expenditure data in two columns:
1. "Allocations" column – grantees will enter the most recent approved annual budget figures (i.e., the approved annual budget figures at the time of reporting, after any approved budget modifications)
2. "Expenditures" column – grantees will  enter the actual expenditures made in the reporting quarter

A quarterly report will need to be submitted to Ann Knoedler (ann.chandler@illinois.gov) for each quarter.

(To download the form, go to: http://www.iccb.org/postsecondary.html)

*QUARTERLY REPORTING DUE DATES*
Quarterly reports will be due 45 days after the end of each quarter.  Fiscal Year 2013 Quarterly Reports will be due on the following schedule-
- FY13 Quarter 1 (July, 2012 - September, 2012): November 14, 2012
- FY13 Quarter 2 (October, 2012 – December, 2012): February 14, 2013
- FY13 Quarter 3 (January, 2013 – March, 2013): May 15, 2013
- FY13 Quarter 4 (April, 2013 – June, 2013): N/A *(NOTE:  4th quarter reporting requirements are fulfilled by the end of year programmatic and fiscal reports)*

For more information on Public Act 96-0795 please see:
http://www.apps.ioc.state.il.us/ioc-pdf/bulletins/AB_161.pdf

*FINAL REPORTING*
By October 15, 2013, federal Postsecondary Perkins grant recipients are required to submit the following final reports:
1) Final Programmatic Narrative Report
2) Final Fiscal Report (online)

The format and requirements for these reports will be released at a later date.

# ICCB PERKINS STAFF TEAM CONTACT INFORMATION

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**FISCAL YEAR 2013 POSTSECONDARY PERKINS ALLOCATION TABLE**

# APPENDIX A: PERKINS IV FEDERAL REQUIRED AND PERMISSIBLE USES OF FUNDS

## 9 REQUIRED USES OF FUNDS (Perkins Section 135b)
*Funds made available to eligible recipients under this part shall be used to support career and technical education programs that-*

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in -
(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
(B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include-
(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields;
(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including –
(A) in-service and preservice training on- (I) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and (vi) effective use of scientifically based research and data to improve instruction;
(B)support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
(C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including and assessment of how the needs of special populations are being met;

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.


## 20 PERMISSIVE USES OF FUNDS (Perkins Section 135c)
*Funds made available to an eligible recipient under this title may be used -*

(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that -
(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

(3) for local education and business (including small business) partnerships, including for -
(A) work related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
(B) adjunct faculty arrangements for qualified industry professionals; and
(C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical student organizations;

(6) for mentoring and support services;

(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including -
(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
(B) postsecondary dual and concurrent enrollment programs;
(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
(D) other initiatives - (I) to encourage the pursuit of a baccalaureate degree; and (ii)to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(11) to provide activities to support entrepreneurship education and training;

(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

(13) to develop and support small, personalized career-themed learning communities;

(14) to provide support for family and consumer sciences programs;

(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training for finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

(17) to support training and activities (such as mentoring and outreach) in nontraditional fields;

(18) to provide support for training programs in automotive technologies;

(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include -
(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
(B) establishing, enhancing, or supporting systems for - (I) accountability data collection under this Act; or (ii) reporting data under this Act;

(C) implementing career and technical programs of study described in section 122(c)(1)(A); or (D) implementing technical assessments; and

(20) to support other career and technical education activities that are consistent with the purpose of this Act.

## ADMINISTRATIVE COSTS

Each eligible recipient receiving funds under this part shall not use more than 5% of the funds for administrative costs associated with the administration of activities assisted under this section.

# APPENDIX B: POSTSECONDARY PERKINS PROGRAM PLANNING AND BUDGET DESIGN INFORMATION

The following information is provided for your assistance in program planning and budget design.

**Element/Expenditure Account #1:**
*Improvement of Academic and Technical Skills of CTE Students*
*Examples of sample associated activities:*
1. Strengthening the academic and technical skills of students participating in CTE programs through the integration of academics with CTE programs to ensure learning in the core academic and CTE subjects.
2. Providing students with strong experience in and understanding of all aspects of an industry.
3. Providing CTE students with the academic and technical skills that lead to entry into the high technology and telecommunications field.
4. Providing career guidance and academic counseling for students participating in CTE programs.
5. Providing work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs.
6. Developing and supporting mentoring and support services.
7. Providing CTE programs for adults and school dropouts to complete their secondary school education.
8. Providing assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

**Element/Expenditure Account #2:**
*Collaborations and Partnerships*
*Examples of sample associated activities:*
1. Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
2. Linking secondary CTE and postsecondary CTE, including implementing programs of study.
3. Involving parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.
4. Developing and supporting local education and business partnerships.
5. Assisting CTE student organizations.
6. Providing support for family and consumer sciences programs.

**Element/Expenditure Account #3:**
*Program Quality and Continuous Improvement*
*Examples of sample associated activities:*
1. Developing and implementing evaluations of the CTE programs carried out with Perkins funds.
2. Initiating, improving, expanding, and modernizing quality career & technical education programs.
3. Providing services and activities that are of sufficient size, scope, and quality to be effective.
4. Leasing, purchasing, upgrading or adapting equipment, including instructional aides.
5. Improving or developing new CTE courses.
6. Supporting other CTE activities that are consistent with the purpose of Perkins IV.

**Element/Expenditure Account #4:**
*Access and Success for Special Populations*
*Examples of sample associated activities:*
1. Providing programs for special populations.
2. Developing and implementing evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

**Element/Expenditure Account #5:**
*Nontraditional Training and Employment*
*Examples of sample associated activities:*
1. Supporting nontraditional training and employment activities.
2. Providing career guidance and academic counseling for students participating in CTE programs.

**Element/Expenditure Account #6:**
*Faculty and Staff Professional Development*
*Examples of sample associated activities:*
1. Developing, improving, or expanding the use of technology in CTE, including the training of CTE personnel to use state-of-the-art technology, which may include distance learning.
2. Providing professional development programs to teachers, counselors, and administrators, that include:
   A. Inservice and pre-service training in state-of-the-art CTE programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
   B. Support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;
   C. Internship programs that provide business experience to teachers; and
   D. Programs designed to train teachers specifically in the use and application of technology.
3. Developing and supporting teacher preparation programs that assist individuals who are interested in becoming CTE instructors, including individuals with experience in business and industry.

**Expenditure Account #7:**
*General Administration*
*Examples of sample associated activities:*
1. Organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.

# APPENDIX C: POSTSECONDARY PERKINS BUDGET TERMS AND DEFINITIONS

**Functional Expenditure Category Descriptions**
All expenditures of Perkins funds must comply with the required and permissible uses of funds listed in Appendix C and must directly enhance, support or assist the college's Career and Technical Education students and/or programs. For further, more specific expenditure definitions, please consult the June, 2009 *ICCB Fiscal Management Manual* (Attachment 3).  Please note that definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.

**SALARIES-**Salaries and wages paid to an employee, before any deductions, for personal services rendered to the community college district.  Information must be provided on all staff (other than tutors) supported in part or fully from Perkins IV funds.  Positions supported may include:
- Administrative staff
- Professional/technical staff
- Academic support staff/Clerical staff
- Student employees

**EMPLOYEE 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).

**CONTRACTUAL SERVICES-**Charges for services rendered by firms or persons not employed by the local board of trustees. Services may include:
- Audit Services
- Consultants
- Office Services
- Instructional Service Contracts
- Other Contractual Services

**GENERAL MATERIALS AND SUPPLIES-**Costs of all general materials and supplies.  Materials may include:

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

**TRAVEL, CONFERENCE OR MEETING EXPENSE-**Travel costs may include:
- Conference/Meeting Expense
- Travel--In State and Out of State

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

**OTHER EXPENDITURES-**Costs must apply to CTE students or programs.  Please include a short description of any costs listed under this Functional Expenditure Category. All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix C and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

# LINKED ATTACHMENTS

FY 2012 POSTSECONDARY PERKINS REQUIRED FORMS (FORMS 1-10)
http://www.iccb.org/postsecondary.html

ILLINOIS PROGRAMS OF STUDY EXPECTATIONS TOOL
http://iccbdbsrv.iccb.org/programsofstudy/docs/IllinoisProgramsofStudyExpectationsTool.pdf

ICCB – CAREER AND TECHNICAL EDUCATION GRANTS MANUAL
http://iccbdbsrv.iccb.org/programsofstudy/grantresource.html

ICCB – 2009 FISCAL MANGMENT MANUAL
http://www.iccb.org/pdf/manuals/fmm6-09.pdf

ILLINOIS PROGRAMS OF STUDY WEBSITE
http://iccbdbsrv.iccb.org/programsofstudy/home.cfm

ICCB – PERKINS ONLINE DATA SYSTEM (PODS)
http://iccbdbsrv.iccb.org/perfmeasure/home.html

ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT (ICSPS)
http://www.icsps.ilstu.edu/

ICSPS – NON-TRAD PROGRAM SUPPORT/ILLINOIS NTO PROGRAMS LISTING
http://www.icsps.ilstu.edu/info/resources/nontraditional/index.html

OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP (OCCRL)
http://occrl.illinois.edu/

ILLINOIS PATHWAY PROJECT
http://www.illinoisworknet.com/vos_portal/STEM/en/Home/

PATHWAYS TO RESULTS FORMS (NEEDED FOR FORM 10, OPTION B)
http://occrl.illinois.edu/projects/pathways/phases