

2008 CTE Spring Regional Meetings

- Postsecondary Perkins Grant
- Partnerships for College and Career Success Grants

Illinois Community College Board

2008 CTE Spring Regional Meetings

■ AGENDA

- **Welcome, Introductions & Purpose**
- **FY09 Grant Guidelines**
 - Title I (Postsecondary Perkins)
 - Title II (PCCS)
- **Data Systems**
 - Overview of Title I changes
 - Title I FAUPL Process
 - Title II Overview
- **Lunch**
- **Programs of Study**
 - Cluster/Pathway Overview
 - Illinois Programs of Study Development Model
 - Website Development
- **Q and A**

2008 CTE Spring Regional Meetings

The purpose of the 2008 CTE Spring Regional Meetings is to

- Dissemination of the FY 2009 Postsecondary Perkins and Partnership for College and Career Success grant guidelines and answer questions about the content of the required plans.
- Discuss changes to the Accountability systems for Title I and Title II projects.
- Review the state's progress in implementing CTE Programs of Study.
- Provide a forum for discussion regarding the upcoming changes, challenges and opportunities these projects will encounter.

FY 2009 Grant Guidelines

- *Postsecondary Perkins Grant*
- Partnerships for College and Career Success Grants

Illinois Community College Board

FY09 Grant Guidelines

- Plan Format and Narrative Requirements
 - FY09 plans will include:
 - Cover page
 - Partnership Profile Worksheet (*PCCS ONLY!*)
 - Program Narrative
 - PERKINS: Appendix H Program Elements Worksheets
 - PCCS: Attachment 2 Component Forms
 - Program Budget
 - PERKINS: Appendix B
 - PCCS: Attachment 2 Budget Worksheet
 - Transit Entity Plan, if necessary (*PCCS ONLY!*)

FY09 Grant Guidelines

- Plan Format and Narrative Requirements
 - Due Dates
 - PERKINS: FY09 community college plans are due on Thursday, May 15, 2008
 - PCCS: FY09 Partnership plans are due on Tuesday, May 27, 2008
 - FY09 final reports are due on Friday, October 31, 2009
 - Both Perkins & PCCS

FY09 Grant Guidelines

- Perkins Cover page
 - Community College Name
 - Community College Number
 - Community College Address
 - Perkins Administrator Contact Information
 - Name
 - Email address
 - Phone number
 - Fax number

FY09 Grant Guidelines

- PCCS Cover page
 - PCCS Name
 - PCCS Number
 - PCCS Address
 - PCCS Fiscal Agent (entity name)
 - PCCS Director Contact Information
 - Name
 - Email address
 - Phone number

FY09 Grant Guidelines

- ***Postsecondary Perkins Program Elements***
(Appendix H Worksheets)

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

- **PCCS Components**
(attachment 2)

1. Collaboration
2. Career Pathways-Programs of Study Development
3. Professional Development
4. Equal Access for Special Populations
5. Preparatory Services
6. Coordination
7. Accountability

Postsecondary Perkins Element Worksheet

Postsecondary Perkins Element #1 – Improvement of Academic and Career and Technical Skills of CTE Students

How will the colleges 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

Partnership Element	Resources	Activity	Output	Expected Outcomes	Performance Measures

(add or subtract rows as necessary)

On-Site Review Follow-Up

NOTE: The PERFORMANCE MEASURES column must address the accountability indicator(s) that will be directly impacted by the activities described above. Those measures must include postsecondary indicators.

FY 2009 Grant Guidelines

◦ *Postsecondary Perkins*

Program Elements

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FY09 Postsecondary Perkins Grant Guidelines

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.

FY09 Postsecondary Perkins Grant Guidelines

2. Collaborations and Partnerships

How will the college address the following goals?

2A. Link CTE at the secondary and postsecondary level.

2B. Develop and offer the relevant elements of secondary-to-postsecondary CTE Programs of Study.

2C. Engage advisory groups, teachers, counselors and other stakeholders in the development, implementation, and evaluation of CTE programs.

2D. Disseminate information about CTE programs to stakeholders.

FY09 Postsecondary Perkins Grant Guidelines

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 the 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.

FY09 Postsecondary Perkins Grant Guidelines

4. Access and Success For Special Pops

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.

FY09 Postsecondary Perkins Grant Guidelines

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.
- 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.

FY09 Postsecondary Perkins Grant Guidelines

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/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.

FY09 Postsecondary Perkins Grant Guidelines

6. Faculty and Staff Professional Development (cont)

How will the college address the following goals?

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.

FY 2009 Grant Guidelines

◦ *Partnerships for College and
Career Success Grant*

Partnership Components

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FY09 PCCS Grant Guidelines

PARTNERSHIP COMPONENT #1 - COLLABORATION

- 1A. Illinois Partnerships for College and Career Success must include representation from area secondary schools, EFE Regions, Area Career Center, community college(s) and business and industry from Partnership District.

FY09 PCCS Grant Guidelines

PARTNERSHIP COMPONENT #1 - COLLABORATION

- 1B. Illinois Partnerships for College and Career Success must be carried out under formal Collaboration Agreements between participants in the partnerships.
 - 1B1. Collaboration Agreements must be signed by partners CEOs.
 - 1B2. Collaboration Agreements must include a data sharing agreement.
 - 1B3. Collaboration Agreements must designate the Partnership fiscal agent, the roles and responsibilities of the Partnership members, and a conflict negotiation/resolution clause.

FY09 PCCS Grant Guidelines

PARTNERSHIP COMPONENT #2 – Career Pathways – Program of Study Development

- 2A. Illinois Partnerships for College and Career Success must work to develop specific state-level CTE Model Pathway Materials (when assigned).
- 2B. Illinois Partnerships for College and Career Success must work to develop locally specific CTE Programs of Study (when applicable). the Partnership members, and a conflict negotiation/resolution clause.

FY09 PCCS Grant Guidelines

PARTNERSHIP COMPONENT #3 – PROFESSIONAL DEVELOPMENT

- 3A. Illinois Partnerships for College and Career Success must develop professional development programs that are in compliance with Perkins IV, Title II section 203c2(4) for teachers, faculty and administrators within the Partnership.
- 3B. Illinois Partnerships for College and Career Success must develop professional development programs that are in compliance with Perkins IV, Title II section 203c2(5) for counselors within the Partnership.

FY09 PCCS Grant Guidelines

PARTNERSHIP COMPONENT #4 –EQUAL ACCESS FOR SPECIAL POPULATIONS

- 4A. Illinois Partnerships for College and Career Success must provide equal access to members of special populations.
- 4B. Illinois Partnerships for College and Career Success must develop appropriate services for members of special populations.

FY09 PCCS Grant Guidelines

PARTNERSHIP COMPONENT #5 – PREPARATORY SERVICES

- 5A. Illinois Partnerships for College and Career Success must provide preparatory services that assist students to enroll in CTE Programs of Study.
- 5B. Illinois Partnerships for College and Career Success must provide preparatory services that assist students to complete CTE Programs of Study.

FY09 PCCS Grant Guidelines

PARTNERSHIP COMPONENT #6 – COORDINATION REQUIREMENTS

- 6A. Illinois Partnerships for College and Career Success must closely coordinate their activities with the activities funded by the member EFEs basic state grants.
- 6B. Illinois Partnerships for College and Career Success must closely coordinate their activities with the activities funded by the member community college(s) basic state grants.

FY09 PCCS Grant Guidelines

PARTNERSHIP COMPONENT #7 – ACCOUNTABILITY REQUIREMENTS

- 7A. Illinois Partnerships for College and Career Success must report on performance using the Perkins IV, Title II Performance Measures.
- 7B. Illinois Partnerships for College and Career Success must report on performance using the Perkins IV Basic State Grant Performance Measures.

FY09 Grant Guidelines

- Perkins Element Worksheet & PCCS Component Forms
 - Perkins Element / Partnership Component
 - Which element / Component is being addressed?
 - Resources
 - How much money is being allocated to this task, and from where?
 - Activity
 - Describe the specific activity that will address the element/component.

FY09 Grant Guidelines

- Perkins Element Worksheet & PCCS Component Forms
 - Output
 - What – if anything – will be produced as a result of this activity?
 - Performance Measure
 - Which of the Performance Measures will be impacted by this activity?
 - Perkins: Postsecondary Perkins
 - PCCS: secondary, postsecondary and PCCS Indicators
 - One activity can impact multiple measures

FY09 Grant Guidelines

Expected Outcomes . . .

1. are specific, long-term/short-term measurable results that address the direct and indirect effects of an activity.
2. reflect results, not process.
3. are 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.

FY09 Grant Guidelines

Expected Outcomes (continued):

5. are directly influenced or caused to happen by the activity.
6. are realistic and achievable.
7. are reflective of and serve the same specified population as the activity
8. relate to and clearly impact one or more of the Performance Measures.

Postsecondary Perkins Element Worksheet – OVERLAND COMMUNITY COLLEGE (OCC)

Postsecondary Perkins Element #1 – Improvement of Academic and Career and Technical Skills of CTE Students

How will the colleges 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

Partnership Element	Resources	Activity	Output	Expected Outcomes	Performance Measures
1A 1B	\$3,500 – Perkins Funds \$1,500 – Institutional Funds	Develop materials for the Overland Community College Recovery Intervention Strategies Project. This program will deliver short-term, tactical remediation that integrates academic and technical content. Services will be offered to CTE students who are failing to maintain academic standing and allow them to quickly rejoin their program.	Overland Community College Recovery Intervention Strategies Project Handbook (for Administrators and faculty) and Student Guide	Create a long-term, viable retention/ intervention process that will increase the college's ability to quickly respond to student academic crisis	1P1 2P1 3P1
1A 1B	Institutional funds	Offer Recovery Intervention Programs to students who are failing to maintain academic standing	A cohesive process to identify and remediate targeted students	Decrease by 25% the number of CTE students experiencing academic difficulties; Increase the retention rate of CTE programs by 10%; Increase the number of CTE students who complete their program by 10%	1P1 2P1 3P1
1D	\$2,500– Perkins Funds	The OCC Internship Manger will collaborate with CTE Deans to streamline the internship placement and oversight process.	Revised internship placement and oversight policies	Increase by 20% the number of students participating in WBL experiences; increase the quality of WBL experiences; increase the number of annual WBL opportunities/slots by 25%	1P1 3P1 5P1

FY 2009 Grant Guidelines

FY 09 Grant Budgeting

Illinois Community College Board

FY09 Grant Budgeting

- Postsecondary Perkins
 - Budget Worksheet in Appendix B
 - Seven Expenditure Categories
 - Six Postsecondary Program Elements
 - General Administration
 - No more than 5%

FY09 Grant Budgeting

■ PCCS

- Budget Worksheet in Attachment 2
- Nine Expenditure Accounts
 - Seven PCCS Components
 - General Administration
 - No more than 5%
 - Payments to PCCS Partners
 - transits

FY09 Grant Budgeting

■ Budget Modifications

– Postsecondary Perkins Threshold

- 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.

– PCCS Threshold

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

FY09 Grant Budgeting

■ Budget Modifications

- Requests should be made by the project director and include a revised budget worksheet and address the following questions in justifying the need for an amendment:
 - 1) What was the original intent for the funds?
 - 2) Why are the funds no longer being used for this purpose?
 - 3) What is the new intended purpose for the funds?

2008 CTE Regional Meetings

Data Systems

Illinois Community College Board

Data Systems

PERKINS IV BASIC STATE GRANT PERFORMANCE MEASURES:

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

Data Systems

PERKINS IV BASIC STATE GRANT PERFORMANCE MEASURES:

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

Data Systems

TITLE II/PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS MEASURES

- **PCCS 1:** The number of Illinois secondary and postsec CTE Programs of Study students served.
- **PCCS 2:** The number and percent of secondary CTE Programs of Study students who:
 - PCCS 2-1: Enroll in postsecondary education;
 - PCCS 2-2: Enroll in postsecondary education in the same field;
 - PCCS 2-3: Complete a state or industry-recognized certification or licensure;
 - PCCS 2-4: Complete courses that earn postsecondary credit;
 - PCCS 2-5: Enroll in remedial math, writing, or reading courses upon entering postsecondary ed.

Data Systems

TITLE II/PARTNERSHIPS FOR COLLEGE AND CAREER SUCCESS MEASURES

- **PCCS 3:** The number and percent of postsecondary CTE Programs of Study students who:
 - PCCS 3-1: Are placed in a related field of employment within 12 months of graduation;
 - PCCS 3-2: Complete a state or industry-recognized certification or licensure;
 - PCCS 3-3: Complete a two-year degree or certificate program within the normal time;
 - PCCS 3-4: Complete a baccalaureate degree program within the normal time.

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

2008 CTE Regional Meetings

Programs of Study

Illinois Community College Board

Programs of Study

Federal Programs of Study Requirements

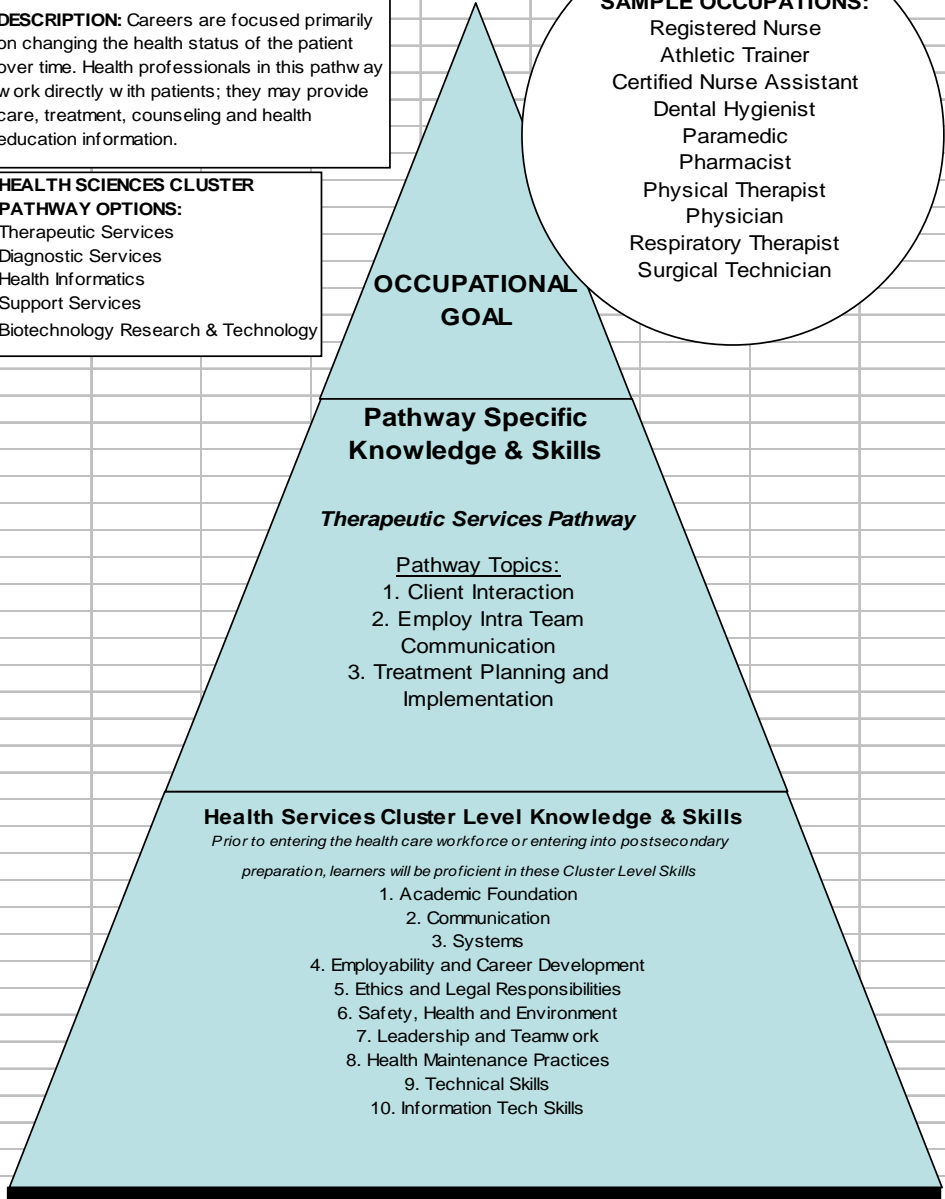
- A. secondary and postsecondary education elements;
- B. coherent and rigorous content aligned with challenging academic standards and relevant career and technical content
- C. a sequence of courses that is coordinated and non-duplicative;
- D. a sequence of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- E. the opportunity for secondary students to learn postsecondary credit through dual enrollment, dual credit or other means;
- F. the attainment of an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

CAREER CLUSTER: *Health Sciences*
PATHWAY: *Therapeutic Services*

DESCRIPTION: Careers are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.

HEALTH SCIENCES CLUSTER
PATHWAY OPTIONS:
 Therapeutic Services
 Diagnostic Services
 Health Informatics
 Support Services
 Biotechnology Research & Technology

SAMPLE OCCUPATIONS:
 Registered Nurse
 Athletic Trainer
 Certified Nurse Assistant
 Dental Hygienist
 Paramedic
 Pharmacist
 Physical Therapist
 Physician
 Respiratory Therapist
 Surgical Technician



STEPS		CLUSTER / PATHWAY / POS IMPLEMENTATION MODEL (example)			
1	STATE identifies Cluster(s)	Agriculture, Food, Nat. Resources	Finance	Manufacturing	Education and Training
2	Partnerships apply to be on a specific PATHWAY DEVELOPMENT TEAM (PDT) for an identified Cluster	Partnership A	Partnership 1	Partnership D	Partnership 4
		<i>Pathways</i> Agribusiness Systems	<i>Pathways</i> Banking and Related Services	<i>Pathways</i> Production	<i>Pathways</i> Teaching and Training
3	STATE assigns Partnerships to participate on specific PDTs	Agriculture, Food, Nat. Resources Cluster - Agribusiness Systems Pathway PROJECT	Finance Cluster - Banking and Related Services Pathway PROJECT	Manufacturing Cluster - Production Pathway PROJECT	Education and Training Cluster - Teaching and Training Pathway PROJECT
4	All Partnerships assigned to PDTs in the same Cluster collaborate to develop Cluster-Level Knowledge and Skills: <u>DEVELOPMENT PROJECT-PHASE I</u>	Partnership A, B & C develop Ag Cluster knowledge and skills	Partnership 1, 2, & 3 develop Finance Cluster knowledge and skills	Partnership D, E & F develop Manufacturing Cluster knowledge and skills	Partnership 4, 5, & 6 develop Education/Training Cluster knowledge and skills
5	Individual PDTs develop MODEL PATHWAY MATERIALS for their assigned Pathways (Knowledge & Skills, sequences, etc): <u>PHASE II</u>	Partnership A develops Agribusiness Pathway Materials	Partnership 1 develops Banking Pathway Materials	Partnership D develops Production Pathway Materials	Partnership 4 develops Teaching Pathway Materials
4	Submission to the State	All PDTs submit to the state: 1) Assigned Cluster level knowledge and skills; and 2) Assigned Model Pathway materials			
5	State Review	Materials are reviewed by the Statewide Advisory Team (and/or the State) -- or perhaps the State reviews them with the team			
6	Drafting locally relevant Programs of Study	All local Partnership utilize MODEL PATHWAY MATERIALS from the menu of Pathways that have been developed to update existing programs and/or implement new programs of Study			
7	Implementation	Local Programs of Study are implemented	Local Programs of Study are implemented	Local Programs of Study are implemented	Local Programs of Study are implemented
8	POS assessment	Local implementation of Programs of Study are assessed by the state via onsite reviews, recognition visits, and other monitoring methods. Results are presented to the Statewide Advisory Team as information items			

2008 CTE Regional Meetings

Questions . . . ??

Illinois Community College Board

2008 CTE Regional Meetings

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