

FISCAL YEAR 2005

POSTSECONDARY CAREER AND
TECHNICAL EDUCATION PLAN
GUIDELINES

Illinois Community College Board
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FISCAL YEAR 2005

POSTSECONDARY CAREER AND TECHNICAL EDUCATION PLAN GUIDELINES

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INTRODUCTION

Signed into law on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of vocational and technical education for the 21st century. The central goals of this new vision are improving student achievement and preparing students for postsecondary education, further learning, and careers. The law also provides local flexibility by eliminating some of the requirements from the previous legislation. Colleges are now expected to identify baseline data pertinent to the core performance areas and show improvement over time against those performance measures. Colleges have the flexibility to focus funding on those programs and student populations they feel will allow for the greatest improvement in overall performance while assuring success for all students in career and technical education programs.

The FY 2005 Local Plan Guidelines (covering the time period of *July 1, 2004 through June 30, 2005*) are divided into four main sections:

1. FY 2005 Program Narrative
2. Program Performance Objectives
3. Program Budget

PLEASE NOTE - In FY 2004, the ICCB began distributing Program Improvement Grant (PIG) funds to community colleges in the form of a restricted grant, decoupling it from the Perkins guidelines. Therefore, no PIG budget or narrative is required as part of the FY 2005 Postsecondary Perkins plan. Please contact Rob Kerr at rkerr@iccb.state.il.us or (217) 785-0139 if you have any questions regarding this change.

One original and three copies of the FY 2005 Career and Technical Education Plan Updates will be due at the ICCB (401 East Capitol Avenue, Springfield, IL 62701, **ATTN: Becky Sanders**) on or before 4:30 p.m. May 24, 2004. All plan content submitted by the May 24 due date will be processed and, if sufficient information is provided, approved prior to the July 1, 2004 starting date. The ICCB will then forward a *Final Grant Agreement* form to the college that details specific award information and includes all required Assurances and Disbarment forms. **This form must be signed by the college president and returned to the ICCB in order to activate the grant.** Audits will be based on the information provided in the signed *Final Grant Agreement*.

Colleges not able to return completed plans by the May 24, 2004 deadline must apply for an extension in writing to the ICCB (**ATTN: Carol Lanning**). Extension requests must be received by the ICCB prior to May 24, 2004. Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2004. Expenditures may not begin until the approval is received.

A final report detailing the specific activities undertaken in FY 2005 to increase the performance of CTE students and improve the quality of CTE programs will be due to the ICCB on or before October 1, 2005. See Appendix L for specific report details and reporting requirements.

SECTION 1 - PLAN FORMAT AND NARRATIVE REQUIREMENTS

Section 1.1 - Overview of Plan Process

One original and three copies of the Fiscal Year 2005 Postsecondary Career and Technical Education Plan must be submitted to the Illinois Community College Board by May 24, 2004.

For proposal format or submission questions please contact Rob Kerr at rkerr@iccb.state.il.us or (217) 785-0139.

To avoid delays, please ensure that the following three items are complete and included as part of your fiscal year 2005 Perkins plan (one original and three copies):

1. Program Narrative (Response to Six Guided Questions, page 3)
2. Program Performance Objectives (Postsecondary Program Improvement Plans, *if necessary*)
3. Program Budget (Perkins Budget Worksheet, Appendix E)

Upon receipt of the complete proposal the identified Perkins contact will receive an e-mail message confirming all components have been received and are being evaluated. ICCB staff will then review the plan and contact the college to either 1) request more specific information, clarification and/or supporting data or 2) confirm that the proposal has been approved as submitted. Following staff approval, the ICCB will forward a *Final Grant Agreement* form to the college that details specific award information and includes all required Assurances and Disbarment forms. **This form must be signed by the college president and returned to the ICCB in order to activate the grant.** Audits will be based on the information provided in the signed *Final Grant Agreement*.

Section 1.2 - Overview of Narrative Requirements

Perkins III federal legislation requires eligible recipients (i.e., Illinois community colleges) to conduct an annual self-evaluation to determine local program improvement needs and submit a local plan to the ICCB each fiscal year. In addition to the ten specific areas that the federal legislation (Section 134b) requires of all local plans (see Appendix A) the FY 2005 local plans must include specific descriptions of how the college plans to fulfill the eight required "Local Uses of Funds" described in Perkins Section 135b (see Appendix B for description).

In order to simplify this process and direct the narrative, the ICCB has developed six guided questions, each in three parts. The format for all six questions is the same:

- Part 1 seeks information on a specific issue or set of issues related to Perkins-funded programs or initiatives at the community college.
- Part 2 seeks information on further activities, funded through sources **other than Perkins**, that are occurring at the college that support the achievement of the objective(s) listed in Part 1.
- Part 3 seeks information on the specific Perkins Postsecondary Core Indicators (see Appendix C) that are addressed by the activities listed in Parts 1 and 2.

Section 1.3 - Guided Questions for Narrative Development

Please respond to the following six guided questions (refer to Appendix G for sample activities for each guided question area):

I. IMPROVEMENT OF ACADEMIC AND TECHNICAL SKILLS OF STUDENTS PARTICIPATING IN CTE PROGRAMS

1. In FY 2005, how will the college use Perkins funds to improve academic, vocational and technical skills for students in CTE programs? These programs can be strengthened through methods including, but not limited to, academic integration, a coherent sequence of courses, experiences in all aspects of an industry, challenging and rigorous academic proficiencies, and linking secondary and postsecondary CTE.
2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?
3. Which core indicators are addressed by the activities described in questions 1 and 2?

II. COLLABORATIONS AND PARTNERSHIPS

1. In FY 2005, how will the college use Perkins funds to involve advisory groups and other stakeholders in the development, implementation, and evaluation of CTE programs and to disseminate information about these programs to the stakeholders?
2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?
3. Which core indicators are addressed by the activities described in questions 1 and 2?

III. PROGRAM QUALITY AND CONTINUOUS IMPROVEMENT

1. In FY 2005, how will the college use Perkins funds to initiate, improve, expand and modernize quality CTE programs that are of sufficient size, scope and quality to be effective?
2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?
3. Which core indicators are addressed by the activities described in questions 1 and 2?

IV. ACCESS AND SUCCESS FOR SPECIAL POPULATIONS

1. In FY 2005, how will the college use Perkins funds to ensure accessibility of programs by members of special populations, overcome barriers that limit success of special populations, and provide programs designed to enable special populations to meet the State adjusted levels of performance?
2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?
3. Which core indicators are addressed by the activities described in questions 1 and 2?

V. NONTRADITIONAL TRAINING AND EMPLOYMENT

1. In FY 2005, how will the college use Perkins funds to support nontraditional training and employment activities?
2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?
3. Which core indicators are addressed by the activities described in questions 1 and 2?

VI. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

1. For FY 2005, how will the college use Perkins funds for comprehensive professional development for CTE and academic faculty and guidance and administrative personnel? Training may be provided in areas including, but not limited to, the use and application of technology, state-of-the-art vocational and technical techniques, effective pedagogy based on research, effective practices to improve community involvement, all aspects of the industry, internship experiences for faculty, and support for CTE teacher education programs.
2. In addition to the activities listed in response to question 1, what other activities, funded through sources **other than Perkins**, support the achievement of this objective?
3. Which core indicators are addressed by the activities described in questions 1 and 2?

Section 1.3 - College Information

Provide current staff information for the college president and career dean (or person responsible for administering the Perkins grant) including names, titles, phone and fax numbers and e-mail addresses (if available).

In addition, information must be provided in this section on all staff (other than tutors) supported in part or fully from Perkins III funds. Please include name (if known), position title, percentage of time supported by Perkins III funds, total salary rate and a brief description of their responsibilities.

SECTION 2 - PROGRAM PERFORMANCE OBJECTIVES

Section 2.1 - Overview of Perkins Accountability System

Continuous system improvement is the foundation of the accountability system created by Perkins III. Colleges are expected to set goals, monitor performance, and use the results to improve the state and individual student achievement. This includes the design of processes for capturing performance data, analyzing the data to determine levels of performance and potential system constraints, and disseminating the results to the appropriate individuals and groups. All these efforts are directed at improving the overall CTE system and its components.

To promote continuous program improvement, Perkins III identifies four core performance indicators:

- Student attainment of challenging State established academic, and vocational and technical, skill proficiencies
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential
- Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment

As part of this continuous improvement system model, the State, through an advisory group of postsecondary educators, established the following long-term performance goals and performance levels to be responsive to the Perkins III legislation.

- The percentage of students attaining challenging state-established academic and vocational-technical skill proficiencies **will increase to 80%.**
- The percentage of students attaining a postsecondary degree or credential **will increase to 70%.**
- The percentage of program completers placed in employment, continuing postsecondary education or the military **will increase to 90%;**
- The percentage of program completers retained in employment **will increase to 100%.**
- The percentage of students participating in or completing vocational and technical programs that lead to advanced training and employment that is nontraditional for their gender **will increase to 25%.**

Specific local goals for each college, in each measure, were established based on the college's historical performance data. Individual targets were set up to help the state as a whole meet negotiated goals in each measure.

Section 2.2 - Career and Technical Education Program Accountability

To determine the progress being made in working toward the long-term performance goals of Perkins III, the State established core indicators of performance which will be in effect during years 3-5 of Perkins III (see Appendix C). Each community college has an established **annual adjusted level of performance (AALP)**, which represents to performance target for the college in the core indicator areas.

In order to update the local Perkins plan for FY 2005, colleges should review the most recent student performance data and, *for those indicators that did not meet the AALP* (i.e., did not meet the targeted performance level), *complete a Postsecondary Program Improvement Plan (PPIP)* (see Appendix D). Special attention should be paid to the performance of particular special populations groups within the indicator, and explicit program objectives should be set to close the performance gaps. Appendix D contains a format for the PPIP that should be used to address those specific indicators that did not meet the AALP.

Beginning in FY 2005, PPIPs will be separated into two classifications:

1. **New Plan** - to be submitted in instances where no PPIP was required for the specific core indicator in FY 2004, but is required in FY 2005. The **New Plan** will describe how the college plans to increase performance in this area.
2. **Plan Revision & Progress Update** - to be submitted in instances where a PPIP was required for the specific core indicator in FY 2004 and is required again in FY 2005. The **Plan Revision & Progress Update** will include a summary of the past efforts of the college and a specific plan on how to improve performance over the next fiscal year.

See Appendix D for more specific information regarding PPIP requirements and format.

SECTION 3 - PROGRAM BUDGET

Section 3.1 - Budget Process Overview

A *Budget Worksheet* form is provided in Appendix E to assist college planners in structuring an adequate and effective budget for FY 2005 Perkins funds. The worksheet breaks down uses of funds into seven *Expenditure Account* categories:

1. **Improvement of Academic and Technical Skills of Students Participating in CTE Programs**
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 six guided questions from Section 1 (Program Narrative) of these guidelines. The seventh, *General Administration*, refers to organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students. No more than 5% of the college's local allocation may be spent on *General Administration*.

Costs planned in these seven *Expenditure Accounts* should be applied to the specific *Functional Expenditure Categories* (salaries, supplies, etc.) provided. Appendix F provides further details on the *Expenditure Categories* and Appendix G contains sample activities for each *Expenditure Account*. For further, more specific expenditure definitions, please consult the July 2000 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm2000.pdf>). *Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.*

Upon submission and approval of the Program Narrative and Budget Worksheet, the ICCB will forward a *Final Grant Agreement* form to the college that details specific award information and includes all required Assurances and Disbarment forms. **This form must be signed by the college president and returned to the ICCB in order to activate the grant.** Audits will be based on the information provided in the signed *Final Grant Agreement*.

Section 3.2 - Budget Modification Process

Budget modifications of up to 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget modifications over 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval. Requests for a budget modification should be made by the project director and include a revised budget worksheet (Appendix E) along with a description and justification for the amendment.

FISCAL YEAR 2005

POSTSECONDARY CAREER AND
TECHNICAL EDUCATION PLAN
APPENDICES

APPENDIX A

PERKINS III FEDERAL LOCAL PLAN REQUIREMENTS

10 Local Plan Requirements (Perkins Section 134)

Each local plan shall:

1. describe how the vocational and technical education programs required under section 135(b) (“local uses of funds”) will be carried out with funds received under this title;
2. describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113;
3. describe how the eligible recipient will—
 - A. improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
 - B. provide students with strong experience in and understanding of all aspects of an industry; and
 - C. ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students;
4. describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title;
5. provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs;
6. describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;
7. describe how the eligible recipient--
 - I. will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and
 - II. will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance;
8. describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations;
9. describe how funds will be used to promote preparation for nontraditional training and employment;
10. describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

APPENDIX B

PERKINS III FEDERAL REQUIRED AND PERMISSIBLE USES OF FUNDS

8 REQUIRED USES OF FUNDS (Perkins Section 135b)

Perkins funds *shall* be used by colleges to support vocational and technical education programs that:

1. strengthen the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
2. provide students with strong experience in and understanding of all aspects of an industry;
3. develop, improve, or expand the use of technology in vocational and technical education, which may include—
 - A. training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
 - B. providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or
 - C. encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
4. provide professional development programs to teachers, counselors, and administrators, including—
 - A. inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - B. support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide business experience to teachers; and
 - D. programs designed to train teachers specifically in the use and application of technology;
5. develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
6. initiate, improve, expand, and modernize quality vocational and technical education programs;
7. provide services and activities that are of sufficient size, scope, and quality to be effective;
8. link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

15 PERMISSIVE USES OF FUNDS (Perkins Section 135c)

Perkins funds *may* be used by colleges:

1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. to provide career guidance and academic counseling for students participating in vocational and technical education programs;
3. to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
4. to provide programs for special populations;
5. for local education and business partnerships;
6. to assist vocational and technical student organizations;
7. for mentoring and support services;
8. for leasing, purchasing, upgrading or adapting equipment, including instructional aides;
9. for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
10. for improving or developing new vocational and technical education courses;
11. to provide support for family and consumer sciences programs;
12. to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;
13. to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
14. to support nontraditional training and employment activities;
15. to support other vocational and technical education activities that are consistent with the purpose of this Act.

ADMINISTRATIVE COSTS

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

APPENDIX C

ILLINOIS PERKINS POSTSECONDARY CORE INDICATOR FRAMEWORK

PERKINS POSTSECONDARY CORE INDICATORS

1. Student Attainment of Challenging Academic and Technical Skill Proficiencies.
2. Credential Attainment (postsecondary credential or degree attainment)
3. Placement in Postsecondary Education, Advanced Training, Military, or Employment (retention in education and employment)
4. Nontraditional Program Participation and Completion.

POSTSECONDARY THRESHOLD AND CONCENTRATOR

When a postsecondary student earns 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their occupational skills, they have achieved the threshold and are considered a concentrator who will be included in the various measures.

I. STUDENT ATTAINMENT OF CHALLENGING ACADEMIC & TECHNICAL SKILL PROFICIENCIES.

<u>1P1</u>	<u>Academic Skill Attainment Description</u>
• <i>Definition</i>	Percentage of occupational majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skill who completed an occupational certificate <u>or</u> associate degree <u>or</u> who are still enrolled <u>or</u> have transferred (composite) within 5 years of enrollment.
• <i>Numerator</i>	Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> occupational certificate <u>or</u> associate degree <u>or</u> who are still enrolled or have transferred (composite) within 5 years of enrollment.
• <i>Denominator</i>	All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree <u>or</u> occupational certificate and the intent to enter a new occupation or improve their current occupational skills.
• <i>Source of Data</i>	ICCB Annual Enrollment and completion submission/Community College and Public University Shared Data Files.
<u>1P2</u>	<u>Occupational Skill Attainment Description</u>
• <i>Definition</i>	Percentage of occupational majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skill who completed an occupational certificate <u>or</u> associate degree <u>or</u> who are still enrolled <u>or</u> have transferred (composite) within 5 years of enrollment.
• <i>Numerator</i>	Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> occupational certificate <u>or</u> associate degree <u>or</u> who are still enrolled or have transferred (composite) within 5 years of enrollment.
• <i>Denominator</i>	All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree <u>or</u> occupational certificate and the intent to enter a new occupation or improve their current occupational skills.
• <i>Source of Data</i>	ICCB Annual Enrollment and completion submission/Community College and Public University Shared Data Files.

II. CREDENTIAL ATTAINMENT - POSTSECONDARY CREDENTIAL OR DEGREE ATTAINMENT.

<u>2P1</u>	<u>Program Completion Description</u>
• <i>Definition</i>	Percentage of occupational majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree or occupational certificate and the intent to enter a new occupation or improve their current occupational skills who completed an occupational certificate <u>or</u> associate degree within 5 years of enrollment.
• <i>Numerator</i>	Occupational program majors (1.2) in the cohort who completed a degree <u>or</u> occupational certificate within 5 years of enrollment.
• <i>Denominator</i>	All occupational program majors (1.2) who earn 12 credit hours during an academic year with the objective to complete a degree <u>or</u> occupational certificate and the intent to enter a new occupation or improve their current occupational skills.
• <i>Source of Data</i>	ICCB Annual Enrollment and Completion Submission.

III. PLACEMENT IN POSTSECONDARY EDUCATION, ADVANCED TRAINING, MILITARY, OR EMPLOYMENT OR RETENTION IN EDUCATION AND EMPLOYMENT.

<u>3P1</u>	<u>Placement in Employment and/or Continuing Postsecondary Education Description (Exiting Cohort)</u>
• <i>Definition</i>	Percentage of program completers in a given fiscal year who were employed in the 3 rd quarter after graduation and/or who were enrolled in the Illinois public higher education-shared database in the academic year following program completion.
• <i>Numerator</i>	All degree and occupational certificate completers in the same fiscal year (from denominator) identified by social security number (SSN) who show up as employed in the Illinois Unemployment Insurance (UI) wage records in the 3 rd quarter after program completion and/or were enrolled in the Illinois public higher education-shared database in the academic year following program completion.
• <i>Denominator</i>	All degree and occupational certificate completers in a given fiscal year who provide valid SSNs.
• <i>Source of Data</i>	ICCB Annual Enrollment and Completion Submission, Community College and Public University Shared Data and IDES Unemployment Insurance Wage Records.

<u>3P2</u>	<u>Retention in Employment Description (Exiting Cohort from 3P1)</u>
• <i>Definition</i>	Percentage of program completers that were employed in the 3 rd quarter (3P1) and still employed in the 4 th quarter after program completion.
• <i>Numerator</i>	All degree and occupational certificate completers in a given fiscal year identified by social security number (SSN) who show up as employed in the Illinois Unemployment Insurance (UI) wage records in the 3 rd quarter after program completion.
• <i>Denominator</i>	All degree and occupational certificate completers in a given fiscal year who provide valid SSNs.
• <i>Source of Data</i>	ICCB Annual Enrollment and Completion Submission, Community College and Public University Shared Data File and IDES Unemployment Insurance Wage Records.

IV. NONTRADITIONAL PROGRAM PARTICIPATION AND COMPLETION.

<u>4P1</u>	<u>Nontraditional Program Participation Description</u>
• <i>Definition</i>	Percentage of students enrolled in occupational programs leading to occupations that are nontraditional for their gender.
Male Nontraditional Program Participation Numerator/Denominator (Same Year)	
• <i>Numerator</i>	Total male enrollment in all targeted occupational programs that lead to employment nontraditional for males.
• <i>Denominator</i>	Total enrollment if female and male in all targeted occupational programs that lead to nontraditional male employment.
Female Nontraditional Program Participation Numerator/Denominator (Same Year)	
• <i>Numerator</i>	Total female enrollment in all targeted occupational programs that lead to employment nontraditional for females.
• <i>Denominator</i>	Total enrollment if female and male in all targeted occupational programs that lead to nontraditional female employment.
• <i>Source of Data</i>	ICCB Annual Enrollment and Completion Submission, CPS, SEPS, Illinois Wage Survey, and ICCB Curriculum Master.

<u>4P2</u>	<u>Nontraditional Program Completion Description</u>
• <i>Definition</i>	Percent of students who completed occupational programs leading to occupations that are nontraditional for their gender.
Male Nontraditional Program Completion Numerator/Denominator (Same Year)	
• <i>Numerator</i>	Total number of program completions by male students in all targeted occupational programs that lead to employment nontraditional for males.
• <i>Denominator</i>	Total number of program completions by female and male in all targeted occupational programs that lead to nontraditional male employment.
Female Nontraditional Program Completion Numerator/Denominator (Same Year)	
• <i>Numerator</i>	Total number of program completions by female students in all targeted occupational programs that lead to employment nontraditional for females.
• <i>Denominator</i>	Total number of program completions by female and male in all targeted occupational programs that lead to nontraditional female employment.
• <i>Source of Data</i>	ICCB Annual Enrollment and Completion Submission, CPS, SEPS, Illinois Wage Survey, and ICCB Curriculum Master.

APPENDIX D
 POSTSECONDARY PROGRAM IMPROVEMENT PLAN (PPIP)
 FOR INDICATORS THAT DID NOT MEET THE AALP

please complete a separate Postsecondary Program Improvement Plan for each indicator that did not meet the AALP

Community College

Perkins Core Indicator Being Addressed

Core Indicator AALP Actual Performance

Actual Performance of Identified Special Populations:

Special Population	Actual Performance
.....
.....
.....
.....
.....

This submission is a (check only one):

- New Plan** - *no PPIP was required for this core indicator in FY 2004, but is required in FY 2005*
 If a PPIP was not required for this indicator in FY 2004 but is required in FY 2005, please describe how your college plans to increase performance in this area. Include references to the performance of particular special populations that did not meet the AALP in this indicator and how activities planned will affect these groups. Be as specific as possible and include project timelines, amount of funds (Perkins and other) being allocated, and any other details that will help to delineate your approach (attach additional sheets if necessary).
- Plan Revision & Progress Update** - *a PPIP was required for this core indicator in FY 2004 and is again required in FY 2005*
 If a PPIP was required for this indicator in FY 2004 and is required again in FY 2005, please provide a summary of the past efforts of your college and a specific plan on how to improve performance over the next fiscal year. Be as specific as possible and include outcomes from the previous year's activities, project timelines, amount of funds (Perkins and other) being allocated, and any other details that will help to delineate your approach (attach additional sheets if necessary).

APPENDIX E PERKINS BUDGET WORKSHEET

Functional Expenditure Categories-----

LINE	EXPENDITURE ACCOUNT	SALARIES	EMPLOYEE BENEFITS	CONTRACTUAL SERVICES	GENERAL MATERIALS & SUPPLIES	TRAVEL EXPENSES	CAPITAL OUTLAY	OTHER EXPENDITURES (see * below)	TOTAL
		A	B	C	D	E	F	G	H
1	Improvement of Academic and Technical Skills of Students Participating in CTE Programs								
2	Collaborations and Partnerships								
3	Program Quality and Continuous Improvement								
4	Access and Success for Special Populations								
5	Nontraditional Training and Employment								
6	Faculty and Staff Professional Development								
7	General Administration**								
8	TOTAL COSTS								

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

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

All expenditures of Perkins funds must comply with the "LOCAL USES OF FUNDS" listed in Appendix B and must directly enhance, support or assist the college's Career and Technical Education students and/or programs.

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

.....
College Name

.....
Signature of Authorized Official

.....
date

.....
phone

APPENDIX F

PERKINS BUDGET TERMS AND DEFINITIONS

Functional Expenditure Category Descriptions

PLEASE NOTE:

- ✓ All expenditures of Perkins funds must comply with the “LOCAL USES OF FUNDS” listed in Appendix B and must directly enhance, support or assist the college’s Career and Technical Education students and/or programs.
- ✓ For further, more specific expenditure definitions, please consult the July 2000 ICCB Fiscal Management Manual (<http://www.iccb.state.il.us/HTML/pdf/manuals/fmm2000.pdf>). *Definitions in the ICCB Fiscal Management Handbook are general definitions of expenditures within specific categories, and are not all necessarily appropriate uses of Perkins funds.*

SALARIES 00-0000-51000-00

Salaries and wages paid to an employee, before any deductions, for personal services rendered to the community college district. Information must be provided on all staff (other than tutors) supported in part or fully from Perkins III funds. Please refer to Section 1.3 for more information. Positions supported may include:

- Administrative staff
- Professional/technical staff
- Academic support staff/Clerical staff
- Student employees

EMPLOYEE BENEFITS 00-0000-52000-00

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

CONTRACTUAL SERVICES 00-0000-53000-00

Charges for services rendered by firms or persons not employed by the local board of trustees. Services may include:

- Audit Services
- Consultants
- Office Services
- Instructional Service Contracts
- Other Contractual Services

GENERAL MATERIALS AND SUPPLIES 0000-54000-00

Costs of all general materials and supplies. Materials may include:

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

TRAVEL AND CONFERENCE/MEETING EXPENSE 00-0000-55000-00

Travel costs may include:

- Conference/Meeting Expense
- Travel--In State and Out of State

CAPITAL OUTLAY 00-0000-58000-00

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

OTHER EXPENDITURES 00-00005900-00

Costs must apply to CTE students or programs. Please include a short description of any costs listed under the this Functional Expenditure Category. All expenditures of Perkins funds must comply with the “LOCAL USES OF FUNDS” listed in Appendix B and must directly enhance, support or assist the college’s Career and Technical Education students and/or programs. Other expenditure costs may include:

- Tuition Waivers (for CTE students)
- Transportation/Child Care costs (for CTE students)

APPENDIX G

PERKINS PROGRAM PLANNING AND BUDGET DESIGN INFORMATION

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

Perkins allowable uses of funds and associated ICCB Guided Question/ Expenditure Accounts

Guided Question/Expenditure Account #1: Improvement of Academic and Technical Skills of Students Participating in CTE Programs

Examples of sample associated activities:

- Strengthening the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.
- Providing students with strong experience in and understanding of all aspects of an industry.
- Providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field.
- Providing career guidance and academic counseling for students participating in vocational and technical education programs.
- Providing work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs.
- Developing and supporting mentoring and support services.
- Providing vocational and technical education programs for adults and school dropouts to complete their secondary school education.
- Providing assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

Guided Question/Expenditure Account #2: Collaborations and Partnerships

Examples of sample associated activities:

- Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
- Linking secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.
- Involving parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.
- Developing and supporting local education and business partnerships.
- Assisting vocational and technical student organizations.
- Providing support for family and consumer sciences programs.

Guided Question/Expenditure Account #3: Program Quality and Continuous Improvement

Examples of sample associated activities:

- Developing and implementing evaluations of the vocational and technical education programs carried out with Perkins funds.
- Initiating, improving, expanding, and modernizing quality vocational and technical education programs.
- Providing services and activities that are of sufficient size, scope, and quality to be effective.
- Leasing, purchasing, upgrading or adapting equipment, including instructional aides.
- Improving or developing new vocational and technical education courses.
- Supporting other vocational and technical education activities that are consistent with the purpose of Perkins III.

Guided Question/Expenditure Account #4: Access and Success for Special Populations

Examples of sample associated activities:

- Providing programs for special populations.
- Developing and implementing evaluations of the vocational and technical education programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

Guided Question/Expenditure Account #5: Nontraditional Training and Employment

Examples of sample associated activities:

- Supporting nontraditional training and employment activities.
- Providing career guidance and academic counseling for students participating in vocational and technical education programs.

Guided Question/Expenditure Account #6: Faculty and Staff Professional Development

Examples of sample associated activities:

- Developing, improving, or expanding the use of technology in vocational and technical education, including the training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning.
- Providing professional development programs to teachers, counselors, and administrators, that include:
 - A. inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - B. support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide business experience to teachers; and
 - D. programs designed to train teachers specifically in the use and application of technology.
- Developing and supporting teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry.

Expenditure Account #7: General Administration

Examples of sample associated activities:

- Organized administrative activities that provide assistance and support to the needs of CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.

APPENDIX H
ICCB PERKINS STAFF TEAM CONTACT INFORMATION

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401 East Capitol Avenue
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WIA PERKINS INTEGRATION INFORMATION:

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APPENDIX I PROPOSAL COVER SHEET

Please attach the completed cover sheet to your FY 2005 Postsecondary Perkins Plan.

Community College

Primary Perkins Contact

E-mail

Phone number

All plan content submitted by the May 24 due date will be processed and, if sufficient information is provided, approved prior to the July 1, 2004 starting date. Colleges not able to return completed plans by the May 24, 2004 deadline must apply for an extension in writing to the ICCB (ATTN: Carol Lanning). Extension requests must be received by the ICCB prior to May 24, 2004. Local plans received after the deadline, with an approved extension, will not be guaranteed for approval by July 1, 2004. Expenditures may not begin until the approval is received.

The following items are required as part of your FY 2005 local plan submission:

- Section 1 Program Narrative
- _____ Response to Guided Questions (page 3)
- _____ 1. Improvement of Academic and Technical Skills of Students Participating in CTE Programs
- _____ 2. Collaborations and Partnerships
- _____ 3. Program Quality and Continuous Improvement
- _____ 4. Access and Success for Special Populations
- _____ 5. Nontraditional Training and Employment
- _____ 6. Faculty and Staff Professional Development
- _____ College Information (page 4)
- Section 2 Program Performance Objectives
- _____ Program Improvement Plan (page 5)
- NOTE: Please include a separate specific Program Improvement Plan for each indicator that did not meet the AALP (Appendix D).
- Section 3 Program Budget
- _____ Perkins Budget Worksheet (Appendix E)

Upon submission and approval of the Program Narrative and Budget Worksheet, the ICCB will forward to the college a final *Grant Agreement* form to be signed by the college president. The signed *Grant Agreement* will detail specific award information and will include all required Assurances and Disbarment forms. Audits will be based on the information provided in the signed *Grant Agreement*.

*Submit one original and three copies of your FY 2005 plan
by May 24, 2004 to:*

**The Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701
ATTN: Becky Sanders**

APPENDIX L
FISCAL YEAR 2005 CAREER AND TECHNICAL EDUCATION FINAL REPORT FORMAT

FISCAL YEAR 2005 FINAL REPORT FORMAT

Due October 1, 2005

1. Describe any successful programs or activities implemented or continued at the college during FY 2005 in the postsecondary Perkins program components listed below. *If available*, include specific evidence of successful outcomes. Please identify those programs or activities that you believe could be disseminated as models to other community colleges.
2. Describe any barriers to success the college encountered in Perkins program activities during FY 2005.
3. Provide a list of all Postsecondary Program Improvement Plans (PPIPs) the college was required to submit as part of the FY 2005 plan.
4. Provide an update and summary of the activities undertaken by the college during FY 2005 in each of the core indicators addressed by the FY 2005 PPIPs. Be as specific as possible and include outcomes from the previous year's activities, amount of funds (Perkins and other) allocated to these efforts, and any other details that will help to delineate your approach.



- A. Improvement of Academic and Technical Skills of Students Participating in CTE Programs
Strengthening programs through methods including, but not limited to, academic integration, a coherent sequence of courses, experiences in all aspects of an industry, challenging and rigorous academic proficiencies, and linking secondary and postsecondary CTE.
- B. Collaborations and Partnerships
Involving advisory groups and other stakeholders in the development, implementation, and evaluation of CTE programs and to disseminate information about these programs to the stakeholders.
- C. Program Quality and Continuous Improvement
Initiating, improving, expanding and modernizing quality CTE programs that are of sufficient size, scope and quality to be effective.
- D. Access and Success for Special Populations
Ensuring accessibility of programs by members of special populations, overcoming barriers that limit success of special populations, and providing programs designed to enable special populations to meet the State adjusted levels of performance.
- E. Nontraditional Training and Employment
Developing training and employment activities in support of students enrolled in community college programs that are nontraditional for their gender.
- F. Faculty and Staff Professional Development
Developing comprehensive professional development for CTE and academic faculty and guidance and administrative personnel. Training may be provided in areas including, but not limited to, the use and application of technology, state-of-the-art vocational and technical techniques, effective pedagogy based on research, effective practices to improve community involvement, all aspects of the industry, internship experiences for faculty, and support for CTE teacher education programs.

Please forward the completed report *by October 1, 2005* to:
The Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701
ATTN: Becky Sanders