

Perkins Administrators Cohort Meeting

March 20, 2025



Welcome



ICCB CTE Team

Natasha Allan , Associate Deputy Director for CTE	Vacant , Assistant Director for Program Compliance	Chris Blankenhorn , Associate Director for Compliance
Ahja Howard , Assistant Director for CTE	Felita Murphy , Associate Director for CTE	Ann Storey , Director for Healthcare Programs
Katie Velez , Assistant Director for CTE	Janelle Washington , Senior Director for CTE	Dana Wynn , Director for Clean Energy

Core ICCB Perkins Team

ICCB Research and Analytics (Perkins Support)

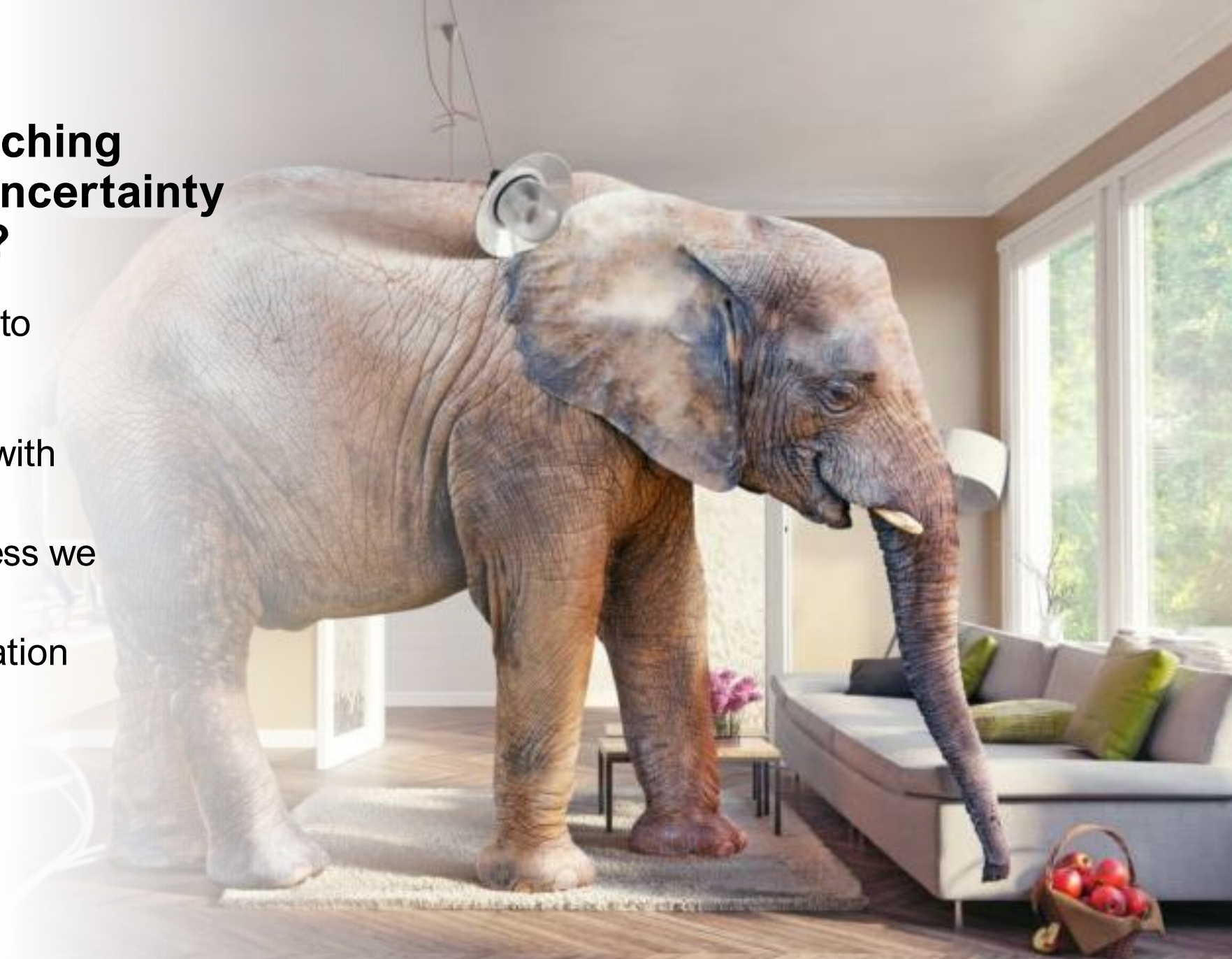
- Jay Brooks, Associate Deputy Director for Research and Analytics
- Mitchell Gaffney, Data Analyst

Today's Agenda

- Welcome and Introductions
- Overview of FY2026 Perkins Local Application Components
- Break
- Perkins Performance Data Analysis
- Lunch Break (Resources and Professional Development)
- AmpliFund Overview
- Program of Study and CLNA Updates
- Break
- Perkins Activities Sharing
- Wrap up and Adjournment

How are we approaching Perkins given the uncertainty at the federal level?

- Very minimal revisions to language in application materials
 - Application aligns with Perkins law
- Business as usual, unless we are told otherwise
- ICCB will share information as we are updated



Overview: FY2026 Application

Application Submission

FY26 Application opens in AmpliFund system on **Thursday, March 13, 2025**

Application closes in AmpliFund system on **Friday, May 16, 2025 at 5:00 p.m.**

AmpliFund system will not accept late submissions; therefore, colleges are unable to request an extension

Guidelines

- The annual guidelines document is meant to assist in completing the Local Application
- The guidelines provide detailed information on the required components of the Application
- Budget FAQ, Programmatic Monitoring, and Reporting information can be found in the Guidelines

The image features a central text element surrounded by several concentric circles. The outermost circle is a solid light green line. Inside it is a dashed light blue circle, followed by a dotted light blue circle, and finally a dash-dot light blue circle. Scattered around these circles are several question marks in various colors: dark blue, light blue, green, and orange. The central text is in a bold, dark blue font.

What's Due for FY26?

What's Due for FY26?

Application Cover Page

Annual Work Plan

Uniform Budget

Acknowledgement of Grant Processes

Application Cover Page

Basic Contact Information (name, title, phone number, email)

- Primary Perkins contact: Perkins lead contact; responsible for all communications and reporting to the ICCB
- Secondary Perkins contact(s): Any person(s) that has/have responsibilities concerning the grant development or process
- Grant Fiscal Contact
- General College Grant Contact

Number of students served

- Total number served through Perkins dollars in fiscal year 2025

Allocations

- Begin developing your application using your allocation amounts from fiscal year 2025
- We will email FY26 allocations after we receive the federal allocation
- Update to the FY26 allocation amount prior to submitting

Important note: If there any changes to the Perkins contacts during the fiscal year, notify your institution's ICCB CTE liaison or ICCB.cte@illinois.gov inbox.

Annual Work Plan

Annual Accountability Report

1

Step 1: Performance Data Report

1. Conduct a data analysis using PODS 2.0 and any other relevant internal data
 - Disaggregate data by:
 - student populations
 - special populations
 - each core indicator (1P1, 2P, 3P1) according to CTE programs, program of study, or Career Cluster
2. Enter the Actual Level of Performance (ALP) from PODS 2.0 in the Fiscal Year 2024 Data column of the Performance Data Analysis Table for each Performance Indicator
3. Answer questions 2-4 in the Performance Data Analysis Narrative Table



2

Step 2: Performance Improvement Plan (PIP)

- Complete for any performance indicator falling below the State Determined Level of Performance (SDLP) at the aggregate level
- Tip: PODS 2.0 indicates whether a PIP is required for each performance indicator

Annual Work Plan

Annual Accountability Report

PERFORMANCE DATA ANALYSIS						
Performance Indicator	Fiscal Year 2023 Data (Fiscal Year 2025 Application)			Fiscal Year 2024 Data (Fiscal Year 2026 Application)		
	SDLP	ALP	+/-	SDLP	ALP	+/-
1P1: Postsecondary Retention and Placement	69.8%			70.4%		
2P1: Earned Recognized Postsecondary Credential	70.9%			71.3%		
3P1: Nontraditional Program Enrollment	9.9%			10.1%		



1

Step 1: Performance Data Report

1. Conduct a data analysis using PODS 2.0 and any other relevant internal data
 - Disaggregate data by:
 - student populations
 - special populations
 - each core indicator (1P1, 2P, 3P1) according to CTE programs, program of study, or Career Cluster
2. Enter the Aggregate Actual Level of Performance (ALP) from PODS 2.0 in the Fiscal Year 2023 Data column of the Performance Data Analysis Table for each Performance Indicator
3. Answer questions 2-4 in the Performance Data Analysis Narrative Table

Annual Work Plan

Annual Accountability Report

PERFORMANCE IMPROVEMENT PLAN	
Fiscal Year:	2026
Instructions: After reviewing the relevant data, use the Performance Improvement Plan to identify activities that will be implemented to improve the college to increase performance for each area falling below the State Determined Level of Performance (SDLP) and/or negatively affected. Activities should be measurable, limited in number, and designed to improve the college's aggregate student performance. Identify the special populations that will be impacted by the activities.	
PERFORMANCE INDICATOR	ACTIVITIES
	1 2
	1 2
	1 2
TOTAL PROPOSED	



Step 2: Performance Improvement Plan (PIP)

- Complete for any performance indicator falling below the State Determined Level of Performance (SDLP) at the aggregate level

Tip: PODS 2.0 indicates whether a PIP is required for each performance indicator

Annual Work Plan

Annual Activity Plan

- Follows the format of the Application Narrative
- Use to develop FY26 activities that help achieve long-term goal and the annual objective for each component:
 - Work-based Learning
 - Career Exploration, Development, and Guidance
 - Supporting Special Populations Students
 - Early College Credit
 - Enhanced Curriculum and Instruction
 - Recruitment, Retention, and Professional Preparation, Development, and Training.

Annual Work Plan

Activities

FISCAL YEAR 2026 ANNUAL WORK PLAN AND REPORTING TEMPLATE

1. WORK-BASED LEARNING	
Long Term Goal <i>(From the 4-Year Local Application Narrative)</i>	
Annual Objectives <i>(From the 4-Year Local Application Narrative)</i>	
FY2026:	
Questions: 1. Provide a description of the work-based learning opportunities that the college will offer CTE students.	
Activity 1 Description	Estimated Perkins Resources: \$
How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?	
How do you plan to determine the effectiveness of this activity?	
Quarterly Reporting: Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes or obstacles. Make this reporting information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, you must include information on final outcomes and if you plan to continue this activity into the following fiscal year.	

Long term goal →

← Annual objective

Activity →

Estimated funds for activity →

← How this activity will help with the annual objective

← Effectiveness

Annual Work Plan

FISCAL YEAR 2026 ANNUAL WORK PLAN

1. WORK-BASED LEARNING

Long Term Goal

(From the 4-Year Local Application Narrative)

Annual Objectives

(From the 4-Year Local Application Narrative)

FY2026:

Questions:

1. Provide a description of the work-based learning opportunities that the college will offer CTE students.

Activity 1 Description	Estimated Perkins Resources
	\$

How will this activity help you reach this fiscal year's annual objective and how will it contribute to the identified long-term goal?

How do you plan to determine the effectiveness of this activity?

Quarterly Reporting:

Quarterly, please provide an update on the above activity in terms of the progress of the activity and any changes in information as usable as possible; this is a great tool for tracking the progress of your initiatives. Once the activity is complete, please provide information on final outcomes and if you plan to continue this activity into the following fiscal year.

- Applicants must develop at least one activity for each question (additional activities are allowed)
- Answer all subsequent questions

Tips

- ✓ Activities must relate to the question being asked AND align to the long-term goal and annual objective
- ✓ Use SMART goals
- ✓ Do not complete the quarterly reporting section at the time of application

Annual Work Plan

Program of Study Focus

- **Program of Study Focus:** Select a fiscal year 2026 program of study focus informed by the CLNA
 - Program of study must be approved or will be submitted for approval in FY26
 - Answer all questions
 - For the final question about supporting the implementation of CTE programs and programs of study, click to select a strategy derived from Perkins and develop an activity
- **Emerging Programs of Study:** List any new programs of study that will be developed and submitted for approval in FY26 and address all requirements of a program of study listed in the table
- **Programs of Study Inventory:** Add all programs of study that have been approved by ICCB through the Programs of Study Approval Process

Uniform Budget

Contains Ten Expenditure Categories

Personnel (200.430)

- Fringe Benefits (200.431)
- Travel (200.474)
- Equipment (200.1/ 200.439)
- Supplies (200.94)
- Contractual Services (200.318)
- Consultant/Professional Services (200.459)
- Training and Education (200.472)
- Other
- General Administration – may not exceed 5% of the total Federal allocation per Perkins Section 135(d).

Align the Budget with the Annual Work Plan

- All Perkins funded activities should be briefly described in the budget.

Uniform Budget

Reminders

- For the FY2026 Perkins Application, please ensure that you complete the Uniform Grant Budget spreadsheet in detail. Remember that expenditure category totals must be entered into the AmpliFund budget and must align with the Uniform budget totals.
- During the grant cycle, grantees are allowed to make budget category transfers up to \$50,000, but not exceeding 10% of the total award, prior to seeking approval.
- All budget modifications that include a change in scope require the submission of a budget modification.

Uniform Budget

Reminders

- (2 CFR 200.439)-- Equipment is an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or **\$10,000**. **Additionally, Equipment may be classified at a lower dollar value, but it cannot be classified higher than \$10,000.**
- If out of state travel cannot be fully detailed in the budget at the time application, an Out of State Travel Request Form must be submitted to ICCB prior to traveling during the grant cycle.

Uniform Budget Spreadsheet

STATE OF ILLINOIS	UNIFORM GRANT BUDGET TEMPLATE		AGENCY: Illinois Community College Board	
Organization Name:	UEI (enter numbers only) :			
CFSFA Number: 684-00-0465	CSFA Description: CTE Basic Grants to States		Fiscal Year(s) : 2026	
All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-17. Eligible applicants requesting funding for only one year should complete the column under "Year 1." Eligible applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION A -- FEDERAL PERKINS FUNDS				
Revenues	Year 1	Year 2	Year 3	TOTAL
(a). Federal Perkins Grant Amount Requested	\$ -	\$ -	\$ -	\$ -
BUDGET SUMMARY FEDERAL PERKINS FUNDS				
Budget Expenditure Categories <i>DIME Uniform Guidance Federal Awards Reference 2 CFR 200</i>	Year 1	Year 2	Year 3	TOTAL
1. Personnel (Salaries & Wages) 200.430	\$ 50,000	\$ -	\$ -	\$ 50,000
2. Fringe Benefits 200.431	\$ -	\$ -	\$ -	\$ -
3. Travel 200.475	\$ 20,000	\$ -	\$ -	\$ 20,000
4. Equipment 200.439	\$ 30,000	\$ -	\$ -	\$ 30,000
5. Supplies 200.1	\$ -	\$ -	\$ -	\$ -
6. Contractual Services (200.318) & Subawards (200.92)	\$ -	\$ -	\$ -	\$ -
7. Consultant (Professional Services) 200.459	\$ -	\$ -	\$ -	\$ -
8. Construction	\$ -	\$ -	\$ -	\$ -
9. Occupancy (Rent & Utilities) 200.465	\$ -	\$ -	\$ -	\$ -
10. Research & Development (R&D) 200.87	\$ -	\$ -	\$ -	\$ -
11. Telecommunications	\$ -	\$ -	\$ -	\$ -
12. Training & Education 200.473	\$ -	\$ -	\$ -	\$ -
13. Direct Administrative costs 200.413	\$ -	\$ -	\$ -	\$ -
14. Miscellaneous Costs	\$ -	\$ -	\$ -	\$ -
15. A. Grant Exclusive Line Item(s)	\$ -	\$ -	\$ -	\$ -
B. Grant Exclusive Line Item(s)	\$ -	\$ -	\$ -	\$ -
16. Total Direct Costs (lines 1-15) 200.413	\$ 100,000	\$ -	\$ -	\$ 100,000
17. Indirect Costs* (see below) 200.414				\$ -
Rate: _____ % Base: _____				
18. Total Costs Federal Perkins Funds (lines 16 and 17)	\$ 100,000	\$ -	\$ -	\$ 100,000

AmpliFund Budget

Options

Line Items Non-Grant Funded

Proposed Budget

Expense Budget

Category	Grant Funded	Non-Grant Funded	Total Budgeted
+ 1. Personnel (Salaries and Wages) (2 CFR 200.430)	\$50,000.00	\$0.00	\$50,000.00
Personnel	\$50,000.00	\$0.00	\$50,000.00
+ 2. Fringe Benefits (2 CFR 200.431)	\$0.00	\$0.00	\$0.00
+ 3. Travel (2 CFR 200.474)	\$20,000.00	\$0.00	\$20,000.00
Travel	\$20,000.00	\$0.00	\$20,000.00
+ 4. Equipment (2 CFR 200.439)	\$30,000.00	\$0.00	\$30,000.00
Equipment	\$30,000.00	\$0.00	\$30,000.00
+ 5. Supplies (2 CFR 200.94)	\$0.00	\$0.00	\$0.00
+ 6. Contractual Services & Subawards (2 CFR 200.318 & 200.92)	\$0.00	\$0.00	\$0.00
+ 7. Consultant Services and Expenses (2 CFR 200.459)	\$0.00	\$0.00	\$0.00
+ 12. Training and Education (2 CFR 200.472)	\$0.00	\$0.00	\$0.00
+ 14. Other or Miscellaneous Costs	\$0.00	\$0.00	\$0.00
+ Indirect Cost (2 CFR 200.414)	\$0.00	\$0.00	\$0.00
Total Expense Budget Cost	\$100,000.00	\$0.00	\$100,000.00

Revenue Budget

Grant Funding		
Award Requested	\$100,000.00	\$100,000.00
Subtotal	\$100,000.00	\$100,000.00
Non-Grant Funding		
Cash Match		\$0.00
In-Kind Match		\$0.00
Other Funding		\$0.00
Subtotal		\$0.00

Total Revenue Budget Cost **(\$100,000.00)**

Total Overall Budget Cost **\$0.00**

✓ Mark as Complete

Save & Continue

Acknowledgement of Grant Processes

- The Acknowledgement Grant Processes is an agreement between the ICCB and the college.
- Completing this process ensures the Perkins Administrator has read and understood the following grant deadlines and procedures:
 - Reporting
 - Budget Modifications
 - Expenditures, Payment Requests, and Funding Deadlines
 - Supplanting
- Each box on the form must be checked as acknowledged and understood.

Acknowledgement of Grant Processes

- Perkins Administrator must complete the Signatory Certification.
- The Perkins Administrator is the responsible party that then acknowledges responsibility for communicating all grant requirements and expectations to other staff and administrators at the institution.
- Certifies that the deadlines, requirements, and procedures have been read, acknowledged and understood by the Perkins Administrator.

Internal Controls Questionnaire and Programmatic Risk Assessment

ICQ

- The ICQ available on the [GATA portal for grantees](#).
 - College-wide assessment that affects all grants your institution receives from the ICCB.
 - Typically completed by someone in your college's fiscal office.
- Must be completed before the Notice of State Award and Uniform Grant Agreement can be processed.

PRA

- The Perkins PRA is program-specific and is typically completed by the college's Perkins Administrator.
- The PRA spreadsheet is uploaded to AmpliFund and must be completed and submitted with the Perkins application.

Questions?

Break



Perkins Performance Data Analysis

Lunch Break (Resources and Professional Development)

We want to hear from you!



**FY 2025
Upcoming
Professional
Development
t**

Aimee Julian, Director

Brittany Boston, Associate Director



Illinois Center for Specialized Professional Support,
Illinois State University, College of Education

Mental Health First Aid Training

Mental Health First Aid (MHFA) teaches you how to identify, understand, and respond to signs of mental health and substance use challenges among adults.

- In Person Only – 8:30 AM – 4:30 PM
- Limited to 15 participants

Three opportunities to attend:

1. Tuesday, April 1, 2025 – ISU Alumni Center, Normal, IL
2. Wednesday, April 9, 2025 – Hyatt Place, Normal, IL
3. Thursday, April 24, 2025 – ISU Alumni Center

More information to come!



Mental Health
FIRST AID

from NATIONAL COUNCIL FOR
MENTAL WELLBEING

HOUSE Roundtables

HOUSE Liaisons are being asked to bring a team to participate in a service model design and a TOWS analysis. Teams will leave with an action plan for next steps and strategies for supporting students experiencing homelessness.

- In Person Only – 10 AM – 3 PM
- Two Opportunities
 1. April 7 – Moraine Valley Community College
 2. April 29 – Heartland Community College

Contact your HOUSE Liaison for more information.



TIPPS Spring Cohort

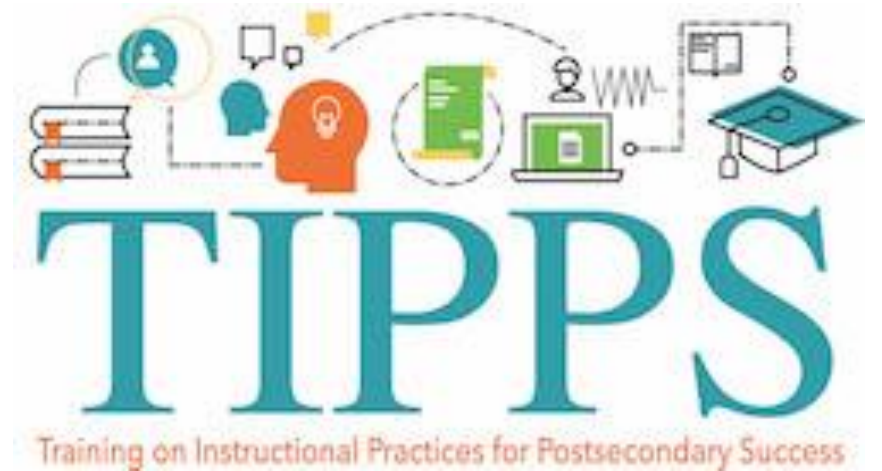
What is TIPPS?

- Training on Instructional Practices for Postsecondary Success is a professional learning experience that offers a condensed overview of evidence-based, equity-promoting practices related to conditions for learning, curriculum, instruction, and assessment.

Spring Cohort Information: Virtual from 11 AM – 12:30 PM

1. Creating Conditions for Learning – **April 10th**
2. Designing Accessible Curriculum – **April 17th**
3. Applying Engaging Instructional Practices – **April 24th**
4. Using a Balanced Assessment System – **May 1st**

For more information visit <https://icsps.illinoisstate.edu/cte/tipps>



Postsecondary CTE Regional Spring Workshop

Tuesday, April 15th

In Person Only, 10 AM – 3 PM

Tentative locations: Prairie State College and Rend Lake College

Interested in hosting?

- Reach out to Aimee or Brittany at alafoll@ilstu.edu or bnboston@ilstu.edu

DERA Conference

Thursday, April 17th

In Person Only, 9 AM – 4:30 PM

Bloomington, IL

The Illinois Community College Board is assisting and supporting colleges in scaling equitable, evidence-based models of developmental education reform based upon DERA requirements and addressing specific implementation challenges focused on multiple measures placement.

For more information visit

<https://icsps.illinoisstate.edu/developmental-education-reform-act-dera>



Autism Conference

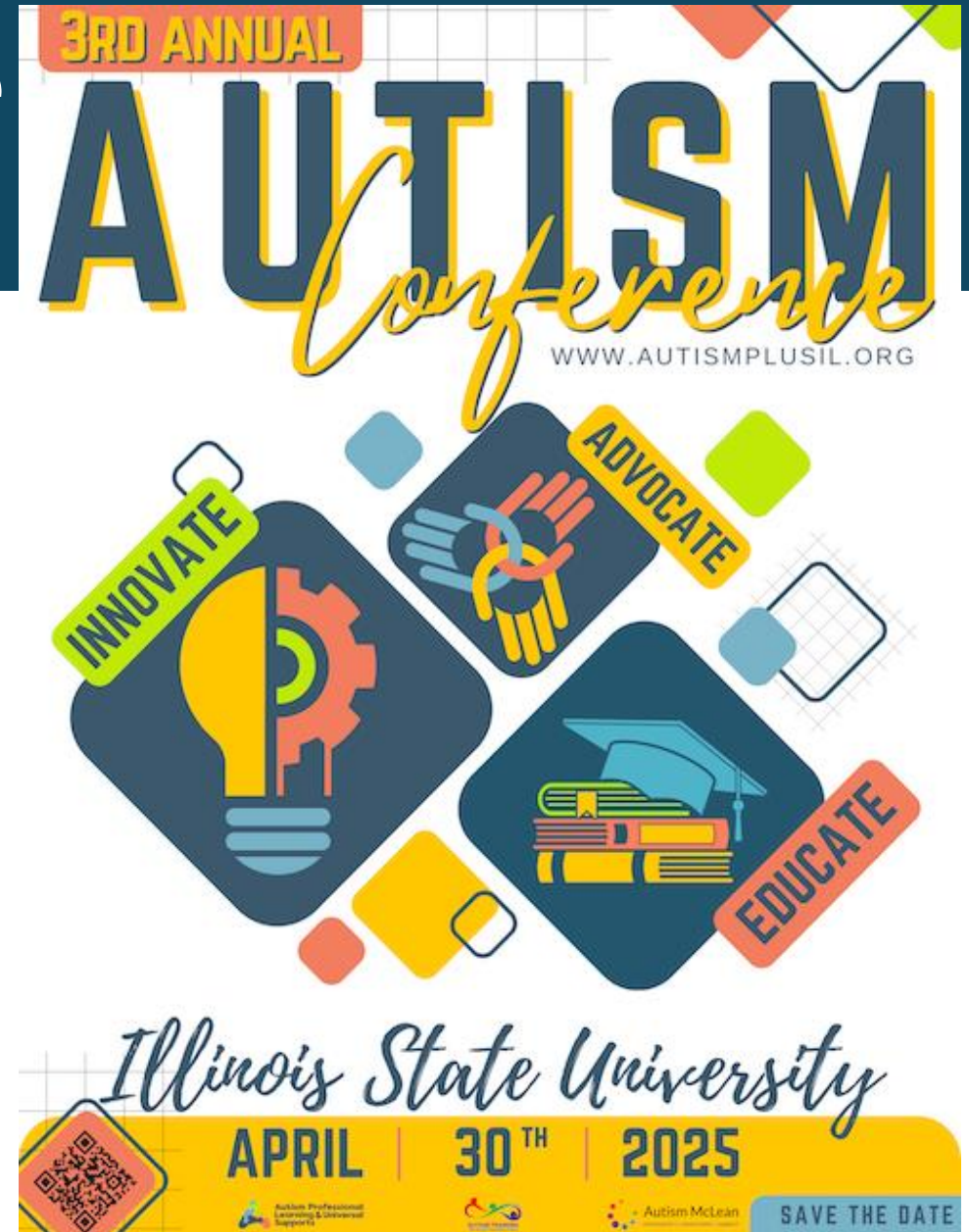
Thursday, April 30th

Hybrid, 8:15 AM – 3:40 PM

ISU Bone Student Center

For more information visit

<https://autismplusil.org/conference-2025>



Illinois Workforce Summit

May 8th and 9th

Hybrid

Peoria, IL

The Illinois Workforce Summit reflects the commitment to collaboration and the unified mission fostered by the Workforce Innovation and Opportunity Act (WIOA) law. The Illinois Workforce Summit is intentionally designed to assist our local core partner staff and board members by providing practical service and system integration guidance.

For more information visit
<https://ilworkforceacademy.com/illinois-workforce-summit/>



americanjobcenter®

Facilities Training

Wednesday, May 28th

In Person Only, 10 AM – 3:30 PM

Lewis and Clark Community College

- Focuses on the facilities inspection component of the civil rights review process
- Discussion of the background on the civil rights review process and what to expect during a review
- Training is appropriate for ***directors of facilities and maintenance, representatives for disability services offices, or anyone involved with the self-assessment of campus facilities.***

What's Coming in FY26?

- Fall TIPPS Cohort – more info coming soon!

- Forum for Excellence
September 17th and 18th
In Person Only
Peoria, IL

For more information visit <https://icsps.illinoisstate.edu/events/forum-for-excellence-event>



Contact Us

Aimee Julian, Director
alafoll@ilstu.edu

Brittany Boston, Associate Director
bnboston@ilstu.edu

Current Resources:

- ICSPS: <https://icsps.illinoisstate.edu/>
- Equity in CTE: <https://ilequity.com/>
- Civil Rights for Postsecondary Education: <https://www.ilcivilrightsreview.com/>



Illinois Center for Specialized Professional Support,
Illinois State University, College of Education

Overview: AmpliFund

FY2026 Federal Postsecondary Perkins Basic Grant - Career and Technical Education

[Print](#)[Help](#)[Download](#)[Save](#)[Apply](#)[Opportunity Details](#)[Evaluation & Scoring](#)

Opportunity Information

CSFA Number 684-00-0465

CSFA Popular Name Perkins Grant

Title FY2026 Federal Postsecondary Perkins Basic Grant - Career and Technical Education

Description Provides Federal Postsecondary Perkins grants to community colleges for career and technical education (CTE) through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Perkins V is the most important piece of legislation affecting CTE in Illinois. The purpose of the law is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study.

Awarding Agency Name Illinois Community College Board

Agency Contact Name Janelle Washington

Agency Contact Phone 217-785-0068

Agency Contact Email janelle.washington@illinois.gov

Fund Activity Categories Education

Opportunity Manager Janelle Washington

Additional Users

Posted Date 3/13/2025

Announcement Type Initial Announcement

Funding Opportunity Number 84.048

Assistance Listings Number 84.048

Public Link <https://il.amplifund.com/Public/Opportunities/Details/39d706a1-ffd2-4258-a478-2dab828095fb>

Updates: Programs of Study & CLNA

Programs of Study

Programs of Study: Update Form

College Name	
CIP Code	
Approved Program of Study	

Attach ICCB Approval Sheet Here

Instructions

This form is for either adding or revising an approved ICCB Career and Technical Education program of study. If the college has web links for review approval, either add them in the description section or print the webpages into PDF files. This form must be filled out in Adobe Acrobat or Adobe Reader.

This is not an application for new programs of study. Please review and answer the questions as truthfully and accurately as possible. Submit this form with appropriate documentation to ICCB Program of Study approval email box (iccb.posapproval@illinois.gov) or click the **Submit** button below.

Choose Update Type

Revision of an approved
Program of Study

Revisions mean that changes have happened to the program of study since approval

Additional credential or degree to
an approved program of study

Additional credential or degree means that there are new entry/exit points

Comprehensive Local Needs Assessment (CLNA)

- New due date: February 9, 2026
 - To reduce the burden of completing along with the local application
 - To better inform the local application
- CLNA Workgroup beginning July 2025
 - Led by ICCB CTE Staff to support timely completion of the CLNA process

Break



Perkins Activities Sharing

Perkins Activity Ideas

- **Recruitment, Retention, and Professional Preparation, Development, and Training:** Kristy Stephenson, Shawnee Community College
- **Work-based Learning:** Joy Kaurin, Lake Land College
- **Career Exploration, Development, and Guidance:** Robert Kensinger, Spoon River College
- **Supporting Special Populations Students:** Jonita Ellis, College of DuPage
- **Early College Credit:** Dr. Paul Jensen, Triton College
- **Enhanced Curriculum and Instruction:** Jane Fleming, Lewis and Clark Community College



**Recruitment, Retention, and
Professional Preparation,
Development, and Training:**
Kristy Stephenson, Shawnee
Community College

Work-based Learning:
Joy Kaurin, Lake Land College

Work-based Learning

How will the college support Career and Technical Student Organizations and/or engage in team-based challenges?



Our Activity

The College has asked for students in CAD, BCT and Welding to submit designs and plans for a “Growth Tree” sculpture that will be displayed on campus. Winning designs submitted by students will be utilized for the final product, which will be designed and produced by Lake Land College students.

Continuing team-based challenges also include BCT students completing a front portion of a house in the West building as a class, including roofing, edging, siding, wiring and windows.



The Growth Tree Sculpture

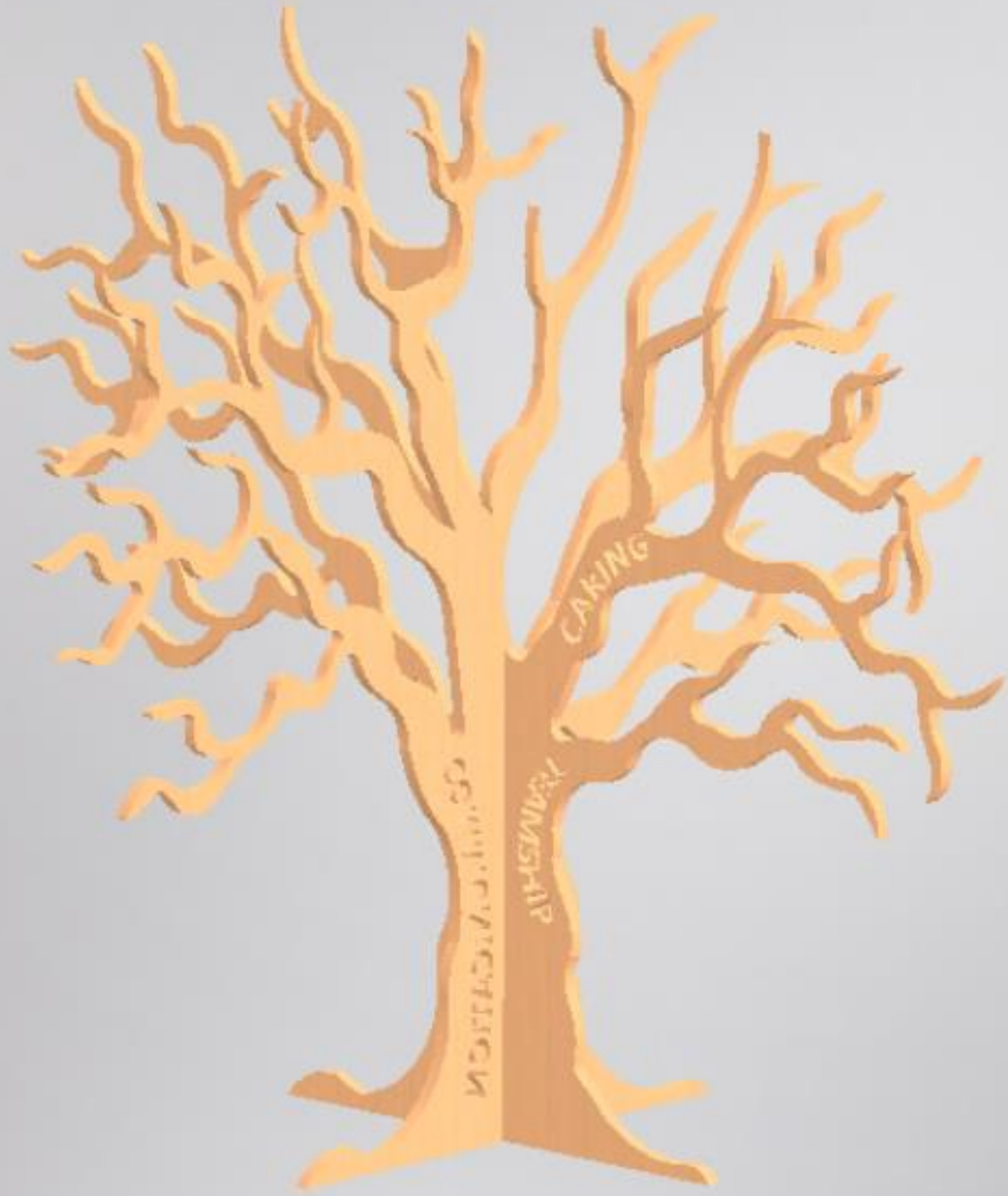
Goal: Lake Land College's "growth tree" which represents our mission, vision and values will be actualized as a full-scale metal tree that is designed, created and manufactured by students and displayed on campus in front of the Luther Student Center

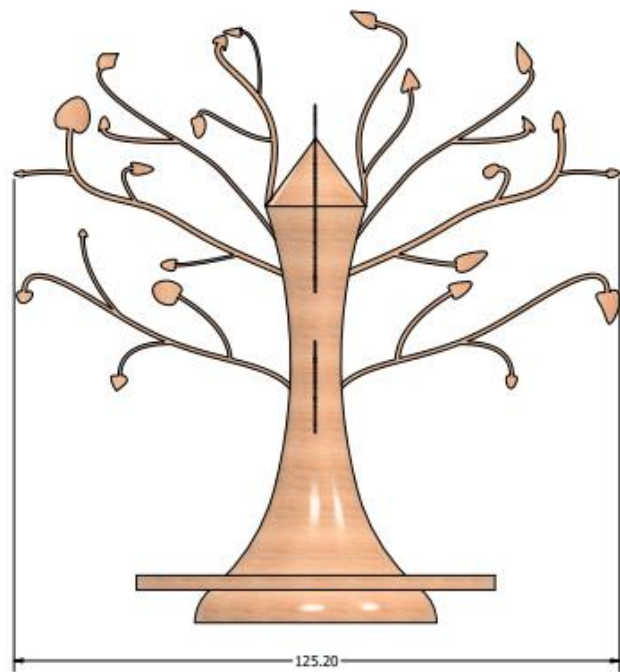
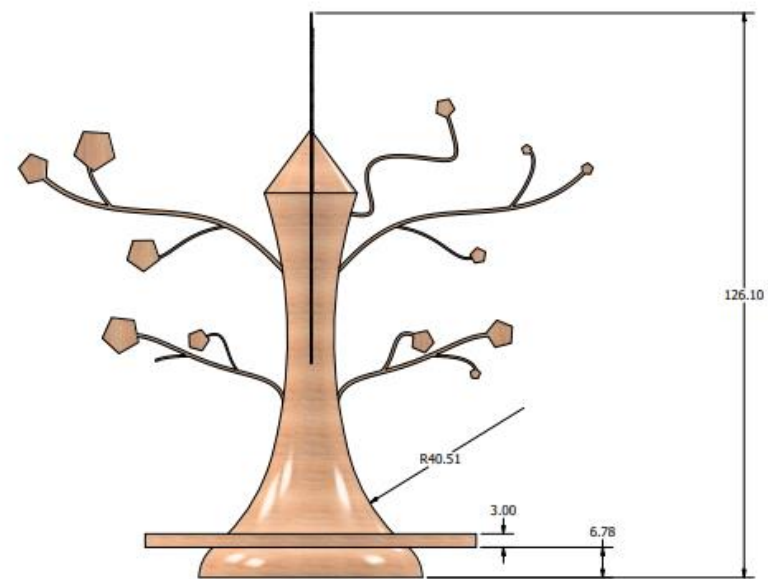
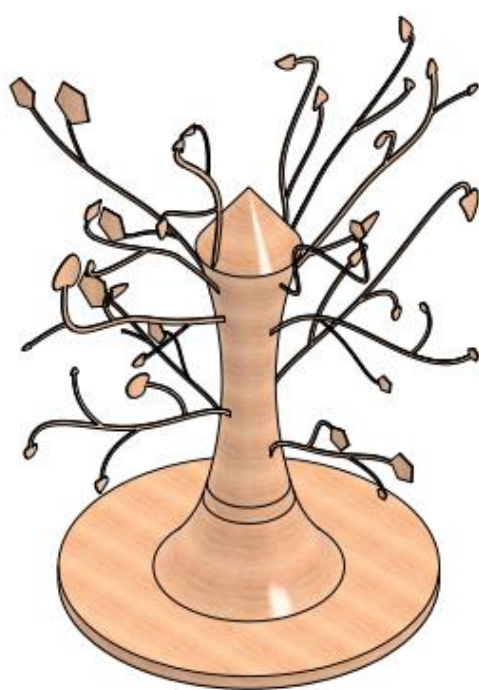
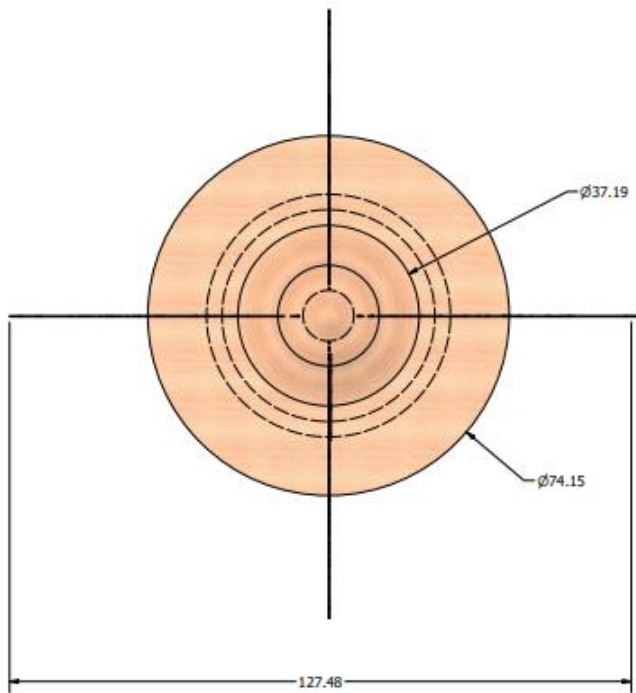


Areas working together: CAD, IT, Horticulture, Welding, Technology students

- Collaboration between CAD students to submit designs for consideration for the Growth Tree sculpture. A few samples of their work is on the following slides.
- Welding students will work to create various aspects of tree during fall 25
- Once completed and installed in spring 26, students from IT/Tech/Horticulture will improve space and add lighting

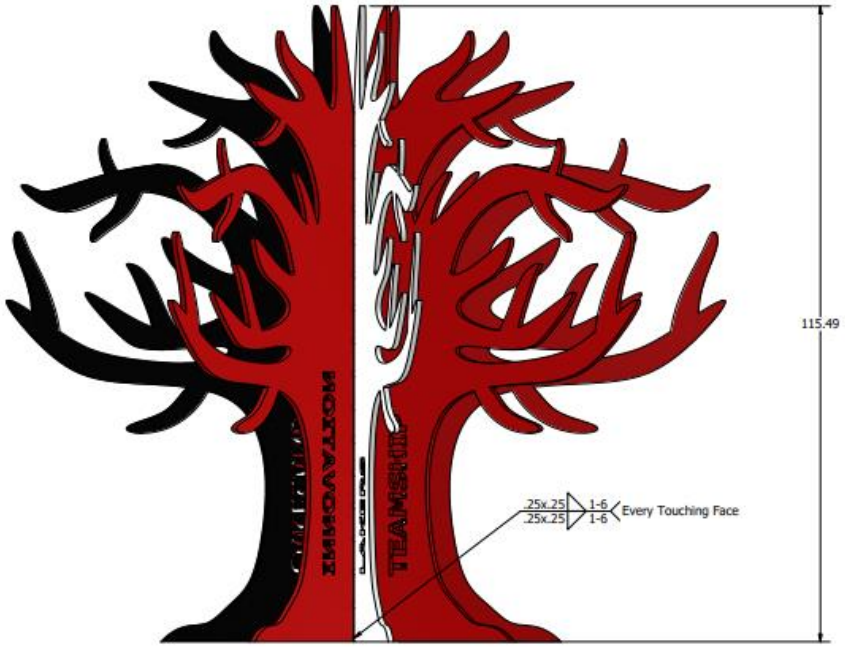
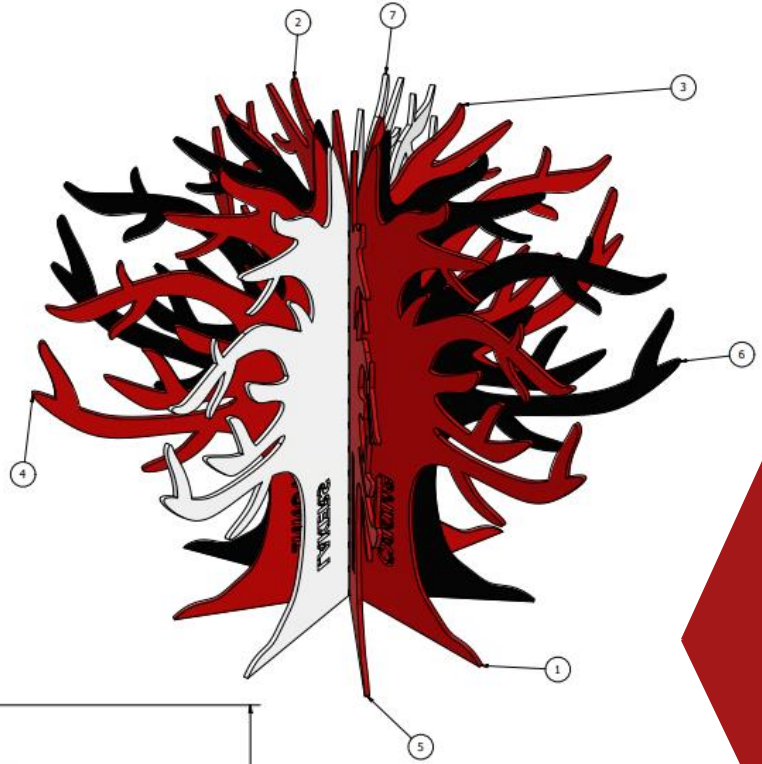
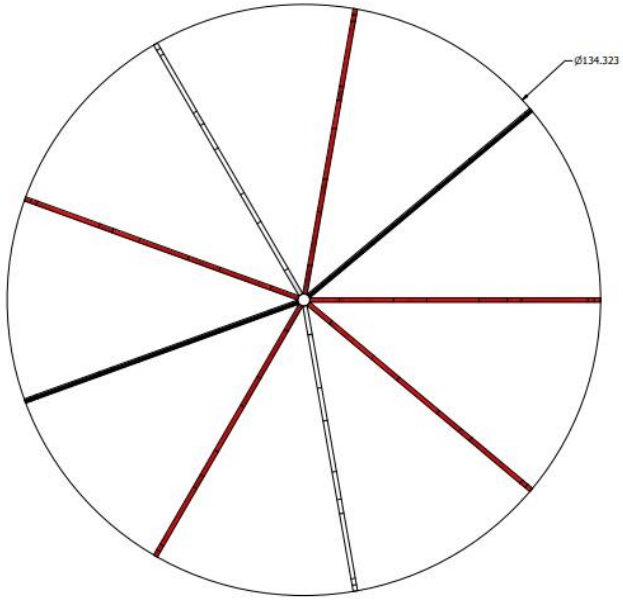


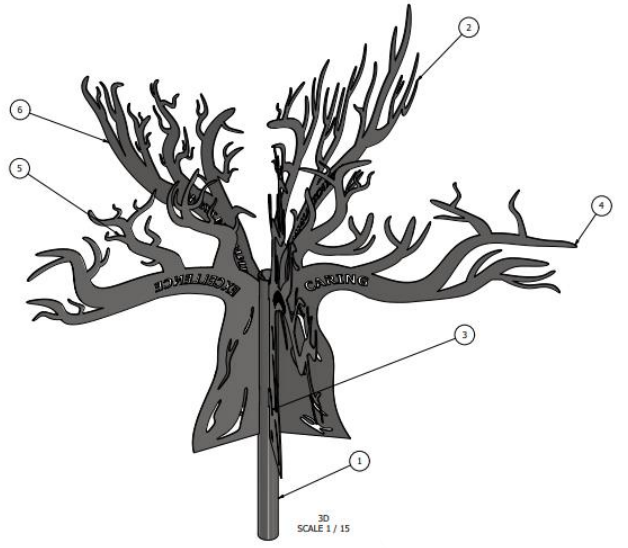
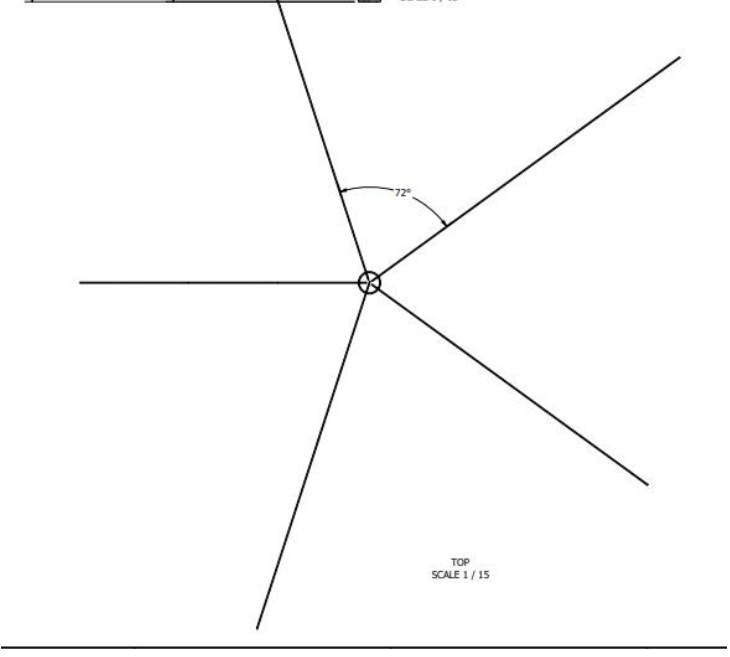
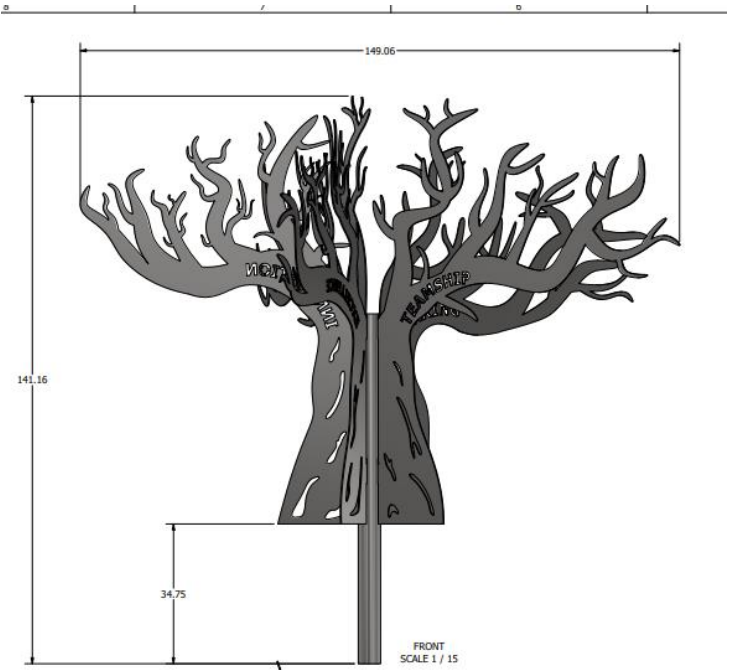


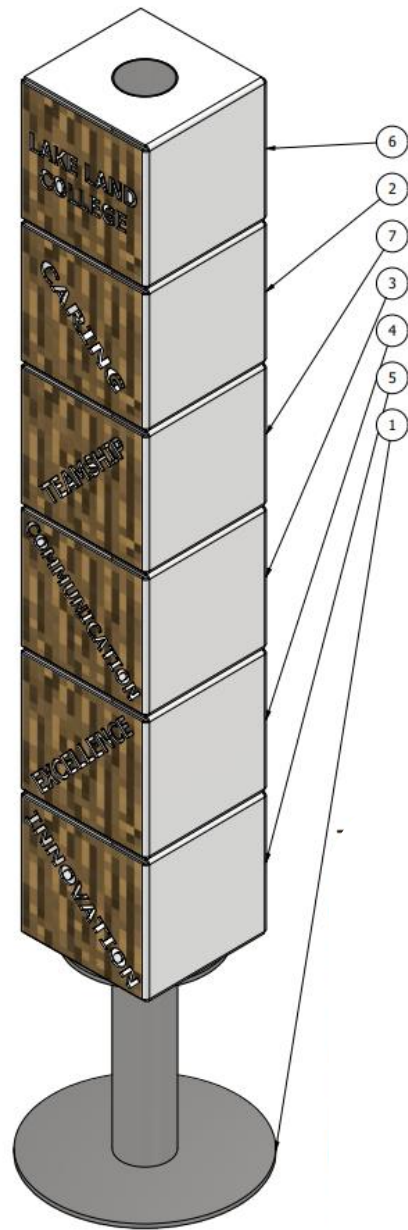
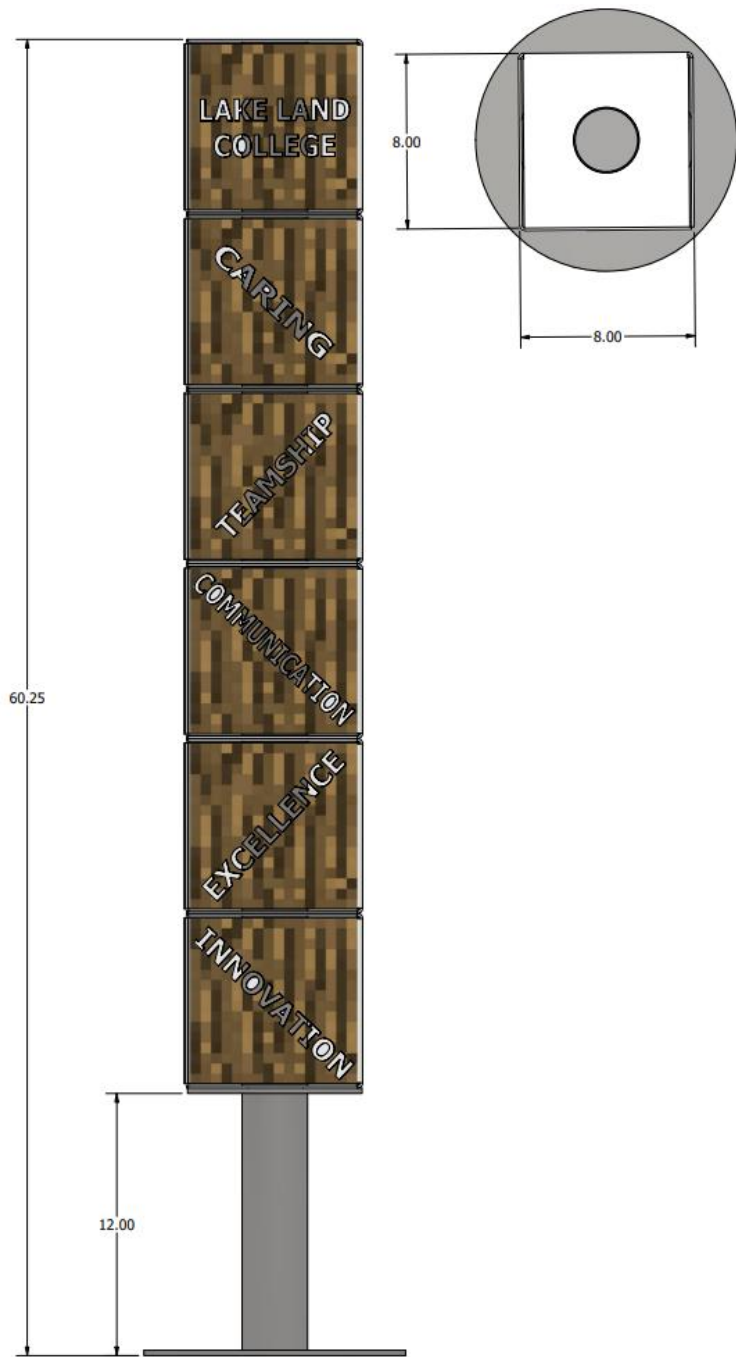


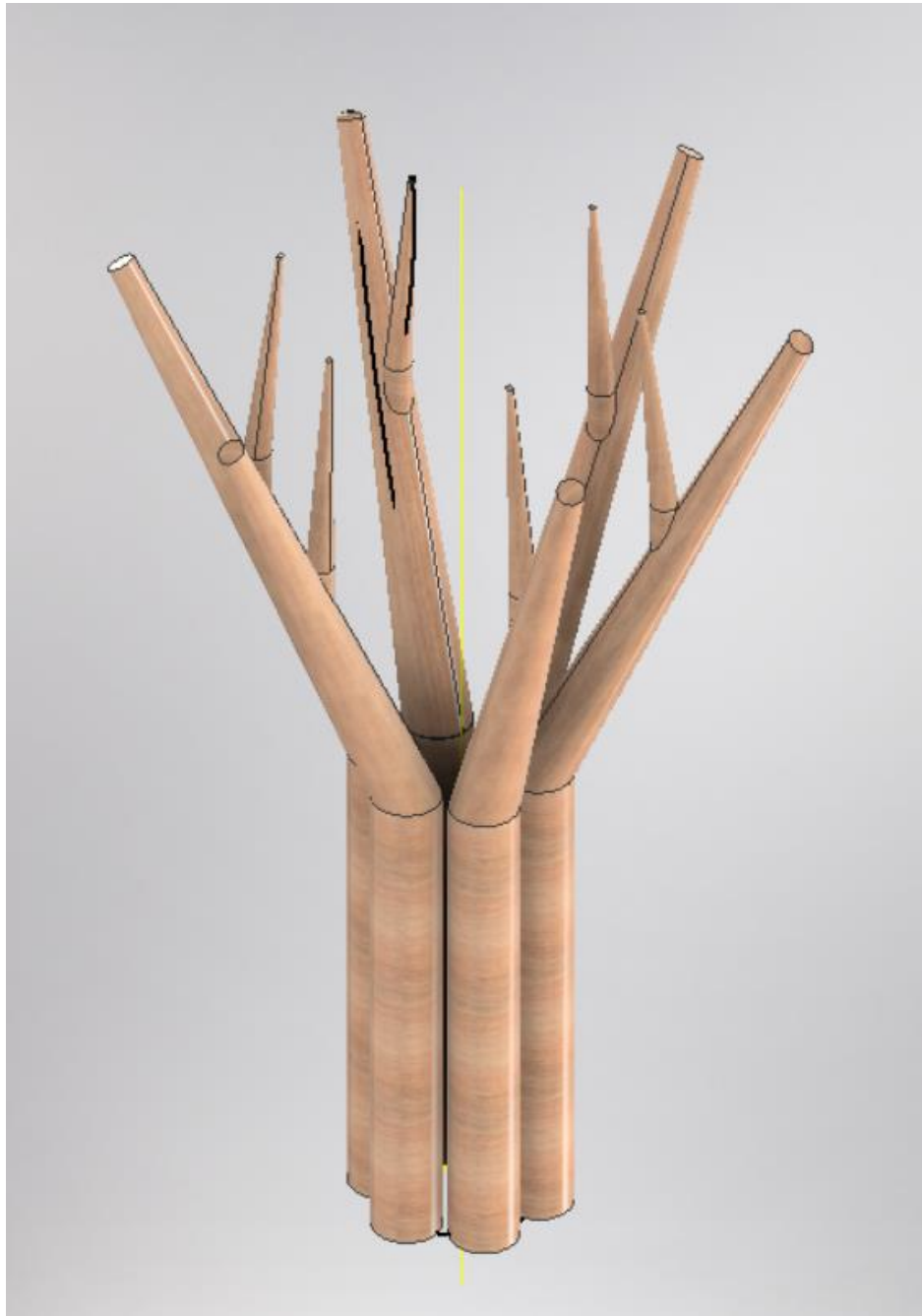
K

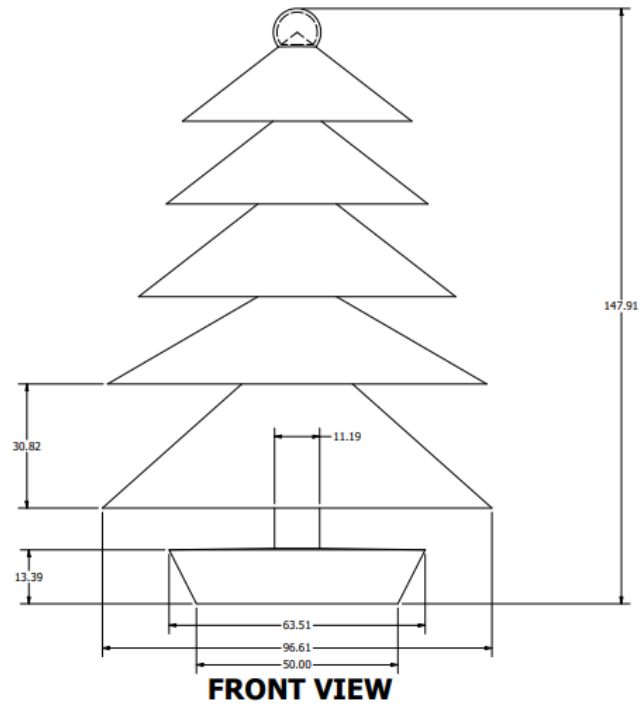
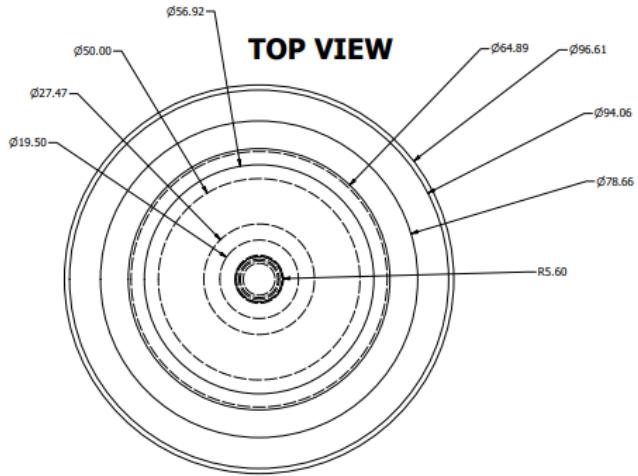
B.











3D VIEW



Current status:

Design was selected and approved

Model is completed

Final decision on size will soon be made

Next step:

In the fall, Welding students will begin cutting on metal

Bringing on an engineer to assist

Challenges:

Has taken longer than originally anticipated- extended 1 yr

Skills first learned by students, then applied to project

Benefit of longer timeline:

More students will be able to participate



Building Construction Trades- House Project Located in the West Building



Students work together to practice installing siding, windows, drywall, roofing and more. House is taken apart at the end of the semester and is rebuilt with the next class.

Future plans include expanding the project to allow for doors on each end of the house to then perform blower door testing for energy efficiency.



**Career Exploration,
Development, and Guidance:**
Robert Kensinger, Spoon River
College

Spoon River College Career Exploration, Development, and Guidance

- **10th Grade Career Day Held at our Canton and Macomb Campuses**
- **Cosponsor Canton Area Career Expo held at Canton High School**
- **College Visit Day: CTE Edition in the fall and spring.**
- **8th Grade Reality Store. Traditionally held on Canton Campus**

Canton

Havana

Macomb

Rushville

src.edu 1-800-degrees



8th Grade Reality Store



- SRC invites all the area 8th grades
- Planning committee select an array of careers
- Students are surveyed on top 3 interested careers. Then they are placed into a specific career group.
- Listen to an expert in the field
- Receive Career and "life" event info.

Canton

Havana

Macomb

Rushville

src.edu 1-800-degrees



Reality Continued

Welcome to 8th Grade Reality Store

Thank you for attending the 8th Grade Reality Store at Spoon River College. Today, you will be learning some basic life skills and hopefully will begin to understand that there is a strong connection between the choices you make today and the opportunities you will have in the future. My hope is that you will see that education is a ticket to higher paying jobs, increased job satisfaction and lifelong economic security. Doing something you love is important-especially when it is something you will have to do for a majority of your adult life! As you get ready to start high school next year, it is important to start planning today for the future that you envision for yourself.

We hope that today's event will be a fun and educational experience for you. You will have an opportunity at the end of today's event to give us feedback. We appreciate you taking the time to let us know how well you think we did or if there was something you feel we could have done to make the event a little better. This will help us to improve the event for the students who attend next year! So, sit back and get ready to listen and participate, and prepare yourself to have some fun at the 8th Grade Reality Store!

Schedule of Events

- **Arrive at SRC and find your Team Leader in the appropriate building hallway (Hall info on your name badge)**
- **Listen to a presenter for a career that you selected (see badge for your career)**
- **Work with your Team Leader to fill out your Check Register**
- **Head down to the Reality Store and visit all the booths in the order they are listed on your check register and spend your monthly paycheck**
- **Once you have visited all the booths, take a minute to fill out the student survey**
 - **Head back to your school**



Canton

Havana

Macomb

Rushville

src.edu 1-800-degrees

Reality Booths

Housing and Utilities

Description	Sale Price	Total: Including rent or house payment, taxes, insurance, utilities (gas, electricity, water & sewer)
House 1 3 bedroom, 1 bath, aluminum siding, no basement	\$75,000	\$750
House 2, 3 bedroom, 2 bath brick ranch, no basement	\$100,000	\$1,000
House 3, 3 bedroom, 2 1/2 bath 2 story contemporary	\$150,000	\$1,450
House 4, 4 bedroom, 2 1/2 bath, brick, 2 car garage	\$200,000	\$1,900
Apartment 1 1 bedroom, 1 bath		\$580
Apartment 2- 2 bedroom, 1 1/2 bath		\$700
Apartment 3- 3 bedroom, 2 bath		\$820

Clothing Booth

Frugal: Buys at garage sales, 2nd hand stores, clearance racks	
For 1 person	\$50.00
For 2 people	\$100.00
For 3 people	\$150.00
For 4 people	\$200.00
Moderate: Watches price tags, may buy during sales	
For 1 person	\$100.00
For 2 people	\$200.00
For 3 people	\$300.00
For 4 people	\$400.00
Elaborate: Buys clothing regardless of cost, only name brand, stylish purchases	
For 1 person	\$200.00
For 2 people	\$400.00
For 3 people	\$600.00
For 4 people	\$800.00

Medical Booth

Note: These rates are the employee portions of premiums. Military DOES not have to pay for Medical Insurance.

Description	Rate
Single:	\$200.00
Single with 1 child:	\$300.00
Married with 1 child:	\$400.00
Married with 2 children:	\$500.00



Canton

Havana

Macomb

Rushville

src.edu 1-800-degrees

Any Questions?



Canton

Havana

Macomb

Rushville

src.edu 1-800-degrees



Supporting Special Populations Students: Jonita Ellis, College of DuPage

Supporting Special Population Students

How will the college provide career preparation specifically for special population students?

Supporting Special Population Students

**Tips and
tricks from
an old dog –**



Supporting Special Population students

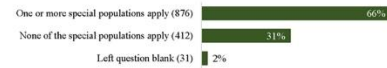
- ❖ Reach for low hanging fruit
- ❖ Use data – CTE Student Survey – Fa 2021
- ❖ Don't reinvent the wheel – collaborate and communicate
- ❖ Integrate into existing programs/processes
- ❖ Continue to Improve Review/Assess/Modify

CTE Survey Results

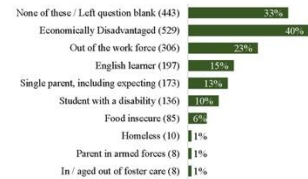
Special Population Groups (Perkins V Grant) Fall 2021 Survey of Career and Technical Education students to identify special population groups

In Fall 2021, the College of DuPage Office of Research and Analytics invited all 7,490 students pursuing a Career and Technical Education (CTE) degree or certificate to complete an online form and report if they belong to any of nine special population groups*. A total of 1,319 students responded (18% response rate) between November 29 and December 10, 2021.

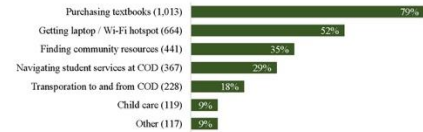
Survey respondent characteristics (n=1,319)



Do any of the following categories describe you? Select all that apply. (n=1,288)



What types of support would help you to be successful at College of DuPage? Select all that apply. (n=1,274)



* The College of DuPage receives funds from the federal government through the Perkins V Grant to support and improve CTE programs and CTE student success. This support is specifically designated for students who belong to certain demographic groups, known as special population groups.

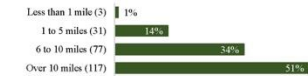
Other support specified (n=100)	# of respondents	% of respondents
Assistance with tuition, paying for classes	28	28%
Assistance with financial aid, grants, scholarships	19	19%
Expenses (food, rent, utilities, gas, tolls, car costs, medical)	20	20%
Materials / fees (software, work kits, uniforms, other technology)	10	10%
Academic assistance (tutors, flexibility, online classes, MyAccess)	13	13%
Assistance getting experience / jobs	4	4%
Misc. (better: laptops, food choices in cafeteria, ultrasounds)	6	6%

How many hours per week do you use child care? (n=116)



Individuals who identified as single parents were significantly more likely to indicate a need for assistance with child care (33% of single parents, 6% of those not indicating single parents, $\chi^2(1, N=1,243) = 128.68, p < 0.001$).

How far is your commute to College of DuPage? (n=228)





Home | Academics | **Career and Technical Education (CTE)**

Career and Technical Education

- Child Care Assistance
- CTE Needs-Based Equipment Support
- District 502 Needs Assessment (PDF)
- Needs-Based Laptop and Wi-Fi Hotspot Loan Application
- Needs-Based Textbook Support Application
- Needs-Based Transportation Support Application
- Special Population Group Resources

Career and Technical Education (CTE) is education that directly prepares you for the world of work by providing core academic and technical job specific skills for a wide range of high-skill, high-wage and high-demand careers. Master the fundamentals of a new trade or profession or build on established skills.

CTE Student Supports

Support programs are available for Career and Technical Education students who meet special populations criteria. Support programs include textbook support funds, laptop and wi-fi hotspot loans, and transportation support.

College of DuPage Email Address*

CTE Academic Program identified in My Access*

Semester and Year*

Phone*

Please mark all that apply to you*

- Receiving a Pell Grant, Map Grant, or WIOA Grant
- Economically disadvantaged
- Currently unemployed
- English Language Learner
- Student with disabilities
- Single parent, including single pregnant women
- Homeless
- Veteran
- Currently in or have aged out of the Foster Care System
- Preparing for a nontraditional career (for your gender)
- Parent in Active Military and/or on Active Duty

Technology Requested*

- Laptop computer
- Wi-Fi Hotspot

Contact Information

Supporting Nontraditional population students

- SPQ1.3 - The CTE Program Improvement Manager will provide student performance and enrollment trend data along with resources and materials from NAPE to begin developing a 4-year action plan to increase nontraditional participation and completion rates especially among males.

Supporting Nontraditional population students

- ❖ Take a look at the data
 - ❖ How many of your programs are Nontraditional?
 - ❖ How many are Nontraditional Male? Female?
 - ❖ What does your program headcounts show?
 - ❖ What programs are your best performers? Which ones are experiencing challenges?

Supporting Nontraditional population students

- ❖ Collaborate and Communicate
 - ❖ How many of your programs are Nontraditional?
 - ❖ How many are Nontraditional Male? Female?
 - ❖ What does your program headcounts show?
 - ❖ What programs are your best performers? Which ones are experiencing challenges?

Supporting CTE Student Needs

- SPQ1.7 - The Workforce Development/Student Resource Specialist will create and pilot a child-care subsidy support program for economically disadvantaged special populations CTE students.

CTE Child Care Assistance Program

- Created in response to student need
- Collaboration with local Child Care Assistance Program (CCAP)
- Child Care Assistance webpage includes information on CCAP services, eligibility, and application process
- Includes direct link to CCAP website

Child Care Assistance

[Child Care Assistance](#)

[CTE Needs-Based Equipment Support](#)

[District 502 Needs Assessment \(PDF\)](#)

[Needs-Based Laptop and Wi-Fi Hotspot Loan Application](#)

[Needs-Based Textbook Support Application](#)

[Needs-Based Transportation Support Application](#)

[Special Population Group Resources](#)

If you're a parent currently enrolled at College of DuPage, you may be eligible for financial assistance with childcare through the Illinois Department of Human Services Child Care Assistance Program (CCAP), administered by the YWCA of Metropolitan Chicago.

Balancing education, work, and family responsibilities can be challenging, especially when it comes to affording childcare. The CCAP provides financial support to income-eligible families to help cover childcare costs while you attend school and pursue your career goals. With this assistance, you can focus on your education without the added stress of childcare expenses.

Eligibility Requirements

To qualify for the Child Care Assistance Program, you must meet the following criteria:

- › Live in one of the following counties: DuPage, Kane, or Lake.
- › Meet income eligibility guidelines based on your household size. You can check the income limits by visiting the [CCAP website](#).
- › Work with a licensed childcare provider who accepts childcare assistance funding. A list of approved providers can be found on the CCAP website.
- › Submit a completed childcare assistance application for review.

How to Apply

- › Visit the CCAP website to confirm if you meet the income eligibility requirements and find an approved childcare provider in your area.
- › Select a childcare provider who accepts CCAP funding. You can search for approved providers in your county on the CCAP website.
- › Complete the online application for childcare assistance and submit any required documentation.
- › Allow up to 10 business days for processing and review. You will be notified once your application has been approved or if further documentation is required.

For more information or to get started, contact the [YWCA of Metropolitan Chicago](#).

Child Care Assistance Program

To qualify for the Illinois Department of Human Services Child Care Assistance program:

- Use the estimated [Eligibility Calculator](#) to see if you are eligible for child care assistance.
- Find a child care provider who will be willing to accept the child care assistance funding. If you would like a list of providers in your area please call us at 847-406-4030.
- Submit a completed Application for Child Care Assistance to our office.
- Allow 10 business days from the day of receipt for your application to be reviewed.

The YWCA administers the IDHS Child Care Assistance Program (CCAP) to help income-eligible parents pay for child care while they work or go to school. A family is considered income-eligible when the combined gross monthly income of all family members is at or below the amounts listed below for the corresponding family size. In two-parent families, both incomes must be combined to determine eligibility. Two-parent families include those with 2 or more adults living in the home, such as the applicant and his or her spouse or parents of a common child in the home.

	MAXIMUM MONTHLY INCOME (200% FPL)
Family Size 2	\$3,833
Family Size 3	\$4,841
Family Size 4	\$5,850
Family Size 5	\$6,859
Family Size 6	\$7,868
Family Size 7	\$8,876
Family Size 8	\$9,885
Family Size 9	\$10,894
Family Size 10	\$11,493

Thank you!
Any questions?



Early College Credit:
Dr. Paul Jensen, Triton College



FY25 Spring Postsecondary PAC Meeting: Early College Credit

Paul Jensen

Associate Vice-President, Academic Innovation & Workforce Education

March 20, 2025

There's
a place
for you.



Triton College
triton.edu

FY25 Perkins Early College Credit

Triton's Office of Early College oversees dual credit, dual enrollment, and dual degree programs with nine public high schools. Monthly meetings address shared activities like course alignment, CTE advisory committees, and grant opportunities. Stakeholder groups include:

- Administrative Council – HS CTE directors, EFE Director, college CTE/Early College Deans, AVPAA
- Student Services Committee – HS CTE counselors, college advisors, EFE Director, Early College staff
- Board of Control – HS superintendents, college President, EFE Director, AVPAA



Perkins Early College Credit Activity 1.1

The Early College Specialist (Perkins-funded) and Director of Early College (institutionally funded) collaborate with the district Education for Employment office and nine high schools to expand CTE early college option. They will work with high school career counselors and academic advisors to inform students and parents as to available and applicable college credit opportunities, and support students throughout registration with outreach and regular communications.

Funding for an Early College Specialist position was requested.

Effectiveness will be measured by increased enrollment from FY24 - FY25.



Perkins EC Credit Activity 1.1 (cont.)

With additional dedicated staff time, EC increased high school onsite visits and communication with high school counselors, faculty, and CTE Directors, standardized processes for all schools, both ID and OOD, increased cohort programming for our Career Academy, and worked with HS and EFE to embed work experiences in dual enrollment cohorts.

Measurement:

- 28.8% increase in unduplicated dual credit headcount (to 4140)
- 28.6% increase in unduplicated dual enrollment headcount (to 168)
- 38.9% increase in unduplicated dual degree headcount (to 43)



Perkins Early College Credit Activity 1.2

Create and distribute dual-purpose marketing materials to address CLNA-identified need: strengthening the CTE dual credit course pathways. Materials may include items like medical shirts for nursing assistant students, car protection covers for automotive students, culinary aprons and chef coats for culinary students, etc. (*non-Perkins funded*)

Funding for dual-purpose outreach materials to improve Early College visibility and promote an Early College identity.

Effectiveness will be measured by fiscal year enrollment data comparisons.



Perkins EC Credit Activity 1.2 (cont.)

Fall to Spring FY24: +82%
 Fall to Spring FY25: +206%



The Early College Career Academy is a program that allows academically qualified students who are still enrolled in high school to get a taste of college life, earn college credit and possibly earn a post-secondary certificate and industry credential while exploring career pathways on the Triton College campus. Through a high school partnership, you can enroll in the fall and/or spring semester with permission from your high school. After successful completion of the course, Triton College will award you with a grade and college credit.

CAREER ACADEMY PROGRAMS

- BARBERING (Fall through Spring)
- CRIMINAL JUSTICE (Fall through Spring)
- DENTAL ASSISTANT (Fall or Spring)
- EDUCATION (Fall through Spring)
- EMERGENCY MEDICAL TECHNICIAN (EMT) (Spring only)
- ELECTROCARDIOGRAM (EKG) (Spring only)
- FIRE SCIENCE (Fall through Spring)
- HEATING AND AIR CONDITIONING (HAC) (Fall or Spring)
- NURSING ASSISTANT (Fall or Spring)
- OPTICIAN (Spring only)
- PHYSICAL THERAPY & SPORTS MEDICINE AIDE (Fall or Spring)
- SPORTS CONDITIONING (Fall)
- SPORTS MANAGEMENT (Spring)
- WELDING (Fall through Spring)

Contact your high school counselor today about your high school's selection process!
 For more Early College Career Academy information, please contact us at (708) 456-0300, Ext. 3846,
 or visit us at triton.edu/earlycollege.

Revised February 2025.



There's a place for you.



Triton College
triton.edu

2001 E. 19th Ave.
 Bensenville, IL 60017
 (708) 456-3000



Perkins Early College Credit Activity 1.3

Conduct high school outreach activities utilizing Program Coordinator and Program Ambassadors and targeted for student populations that are underrepresented in the biotechnology program and in biotechnology in general, especially African Americans.

Funding requested for materials to assemble a portable biotechnology station to innovatively present biotech program at high schools, plus to update informational materials.

Effectiveness will be measured by an increase in enrollment of underrepresented student populations FY25 - FY26.



Perkins EC Credit Activity 1.3 (cont.)

Program video ([link](#))

InnovateBio/ National Biotechnology Research Center ([link](#))

Go to the students...



An Immersive Biotechnology Experience for Students

Step into the cutting-edge world of biotechnology with our immersive experience designed specifically for middle and high school students. This hands-on program bridges the gap between classroom learning and real-world science, sparking curiosity and inspiring the next generation of innovators.

What to Expect

In this 90-minute STEM activity, students will run a working gel electrophoresis system—a cornerstone technique in modern biology labs. Guided by experienced educators, participants will:

- **Build Understanding Through Exploration:** Students will dive into the components of one of the most common and crucial techniques in biotechnology: Gel Electrophoresis. From the materials to the technique, students will learn how each part contributes to the process and how the technique is applied in different ways to visualize biomolecules.
- **Connect Science Concepts:** Students will explore how principles of circuits, charge, and electricity, learned in physical science, are applied as fundamental tools in the biology lab.
- **Hands-On Experimentation:** Students will separate molecules based on their electrical charge, observing firsthand how molecules move through an electrical current to illustrate the principles of gel electrophoresis.

Why Biotechnology?

Biotechnology is at the forefront of solving some of the world's most pressing challenges, from curing diseases to addressing climate change. By exploring this field, students not only gain scientific knowledge but also develop critical thinking, problem-solving, and teamwork skills.

Activity Highlights

- **Interactive Lab Activity:** Operate a real gel electrophoresis system and analyze molecule separation results.
- **Concept Integration:** See the intersection of physical and biological sciences in action.
- **Mentorship Opportunities:** Connect with educators who bring real-world expertise to the classroom.

Who Should Attend?

This activity is perfect for curious middle and high school students with an interest in science, technology, and how fundamental principles shape innovations in biology.

Join Us

Don't miss this opportunity to dive into the fascinating world of biotechnology through an engaging and practical STEM activity. Whether you're a budding scientist or simply curious about the world around you, this experience offers something for everyone.

For information on how to begin your biotech experience, email gabrielguzman@triton.edu.

Early indicators suggest a modest gain in underrepresented students: ~3%



Triton College
triton.edu

2000 Fifth Ave.
Flint, Ohio, E. 43071
(708) 456-0300

Triton College is an Equal Opportunity/Affirmative Action Institution

Triton College
triton.edu

Early College Credit

Wrap up:

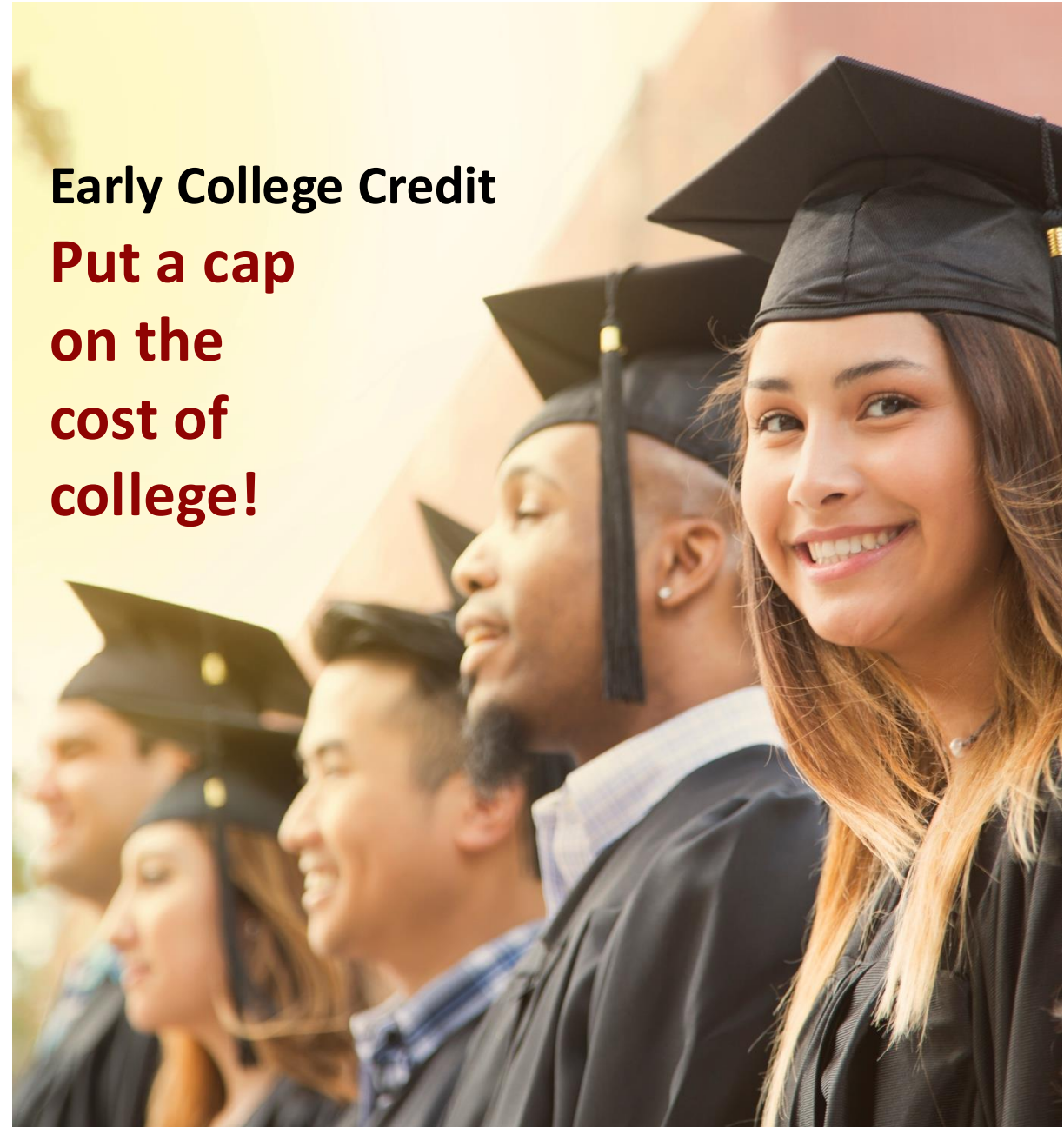
**Making progress in all three Perkins
ECC activities and substantial progress
in two**

Improving HS matriculation rates

**Strengthening relationships with
district High Schools**

**Empowering students with career
pathways, hands-on learning, and
college experiences to support
informed decisions**

**Early College Credit
Put a cap
on the
cost of
college!**



Enhanced Curriculum and Instruction:

Jane Fleming, Lewis and Clark
Community College

*Center for Excellence in
Teaching and Learning
(CETL)*



LEWIS & CLARK
COMMUNITY COLLEGE

D I S C O V E R

Mission: To support and enable faculty in making research-based decisions regarding classroom techniques, creating methods for assessing student learning, and pioneering innovative teaching practices.

Faculty (academic and career) participation in CETL is voluntary, confidential, and developmental rather than evaluative.

CETL provides a place for accessing resources and exchanging ideas in current teaching practices in order to increase communication about teaching and learning.

CETL and Academic/Career Integration (aka: Contextual Learning, Applications-based Learning)

Integrated Learning experiences provide students with the opportunity to apply academic and career content in the context of “real world” situations.

Why integrate Academic and Career Content?

1. Integration of academic and career course content reinforces the shifting paradigm from “teaching” to “learning”.
2. By infusing academic content into career courses, and vice versa, students are more able to relate content in new ways to make the learning process more meaningful.
3. Academic/Career Integration represents the College’s philosophy on the teaching and learning process:
 - a. A dynamic experience that actively engages students and faculty
 - b. Students should not be passive recipients of information
 - c. Faculty should teach classes with an expectation that students will invest themselves in the learning process

This is a collaborative effort among academic and career faculty.

Results of this initiative:

1. more student success
2. more program completion

Integrated Courses:

ENGL 137: Technical Writing EESC 130: General Physical Science BIOL 138: Field Biology
CHEM 130: Fundamentals of General, Organic, and Biochemistry MATH 114: Technical Math for Allied
Health
MATH 122: Technology Integrated Math MATH 124: Health Sciences Integrated Math MATH 125: Technical
Math I
MATH 129: Business Mathematics MATH 138: General Education Mathematics MATH 142: Math for
Elementary Teachers MATH 145: General Education Statistics PHYS 125: Applied Physics I PHYS 126:
Applied Physics II

For More information on CETL:

Jessica Noble

CETL Chair

Professor/Coordinator, Criminal Justice

618-468-4524

jbnelson@lc.edu

Elizabeth Grant

CETL Member

Professor, Speech

618-468-4725





Final Questions?