

FY2025 Fall
Perkins
Administrators Cohort
Meeting

September 9, 2024



Agenda



Welcome and Introductions



FY2025-28 Illinois Perkins State Plan Update



FY2025 Perkins Grant Administration



FY2025 Professional Development Opportunities



Break



Revisiting Programs of Study



Group Discussion



Wrap up and Adjournment

ICCB CTE Team

Natasha Allan, Associate Deputy Director for CTE

Chris Blankenhorn, Assistant Director for Compliance

Bright Akuamoah Boateng, Assistant Director for Program 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, Director for CTE

Dana Wynn, Director for Clean Energy



Lightening Introductions

- Chat at your tables and find one thing everyone has in common. (Not Perkins/CTE!)
- Choose one person to share out:
 - ✓ Your name
 - ✓ Title
 - ✓ College
 - ✓ What is the one thing everyone at your table has in common?

FY2025-2028 Perkins State Plan Update

Approved by U.S. Department of Education July, 2024

FY 2025-28 State Plan builds on the previous plan, focusing on new strategies to meet Illinois' goals; **vision, mission, and goals remain the same.**

Here are a few planned initiatives for the next 4 years:

Launch a joint competitive grant for secondary and postsecondary collaboration	Host a webinar series on local application best practices and provide additional technical assistance	Develop a "Why I Teach" media campaign featuring videos of educators from various CTE fields	Create a statewide team-based challenge competition with winners announced during CTE Month
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Grant Administration

Quarterly Reporting

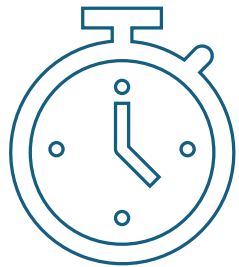


a) Create a reporting period

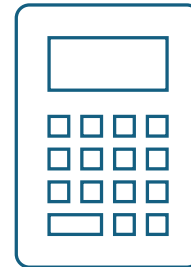
AmpliFund Quarterly Reporting Demo

The screenshot displays the AmpliFund software interface. On the left is a sidebar with navigation icons for Activity, Contacts, Grant Management, Reports, Documents, Knowledge Center, and Administration. The main area is a calendar for September 2024. A legend at the top indicates 'Past Due' (red), 'Complete' (grey), and 'Due' (green). The calendar shows a yellow highlight on Friday, September 6th, and a grey highlight on the weekend of September 29th-30th. The user's name, Katie Velez, is visible in the top right corner.

Reminders



Per the eCFR 200.328 and 200.329, reports are due 30 days after the quarter ends



Programmatic Reporting is done in AmpliFund

Remember your Annual Work Plan

Add in your Quarterly Financial Report spreadsheet

Reminders

Quarterly Reporting Schedule		
Quarter	Period	Due before or on
Quarter 1	July 1 – September 30	October 30
Quarter 2	October 1 – December 31	January 30
Quarter 3	January 1 – March 31	April 30
Quarter 4	April 1 – June 30	July 30
Final Expenditure Close Out Report is due August 30		



Grant Administration

Payment Requests

Payment requests



Things to Remember

Four main points:



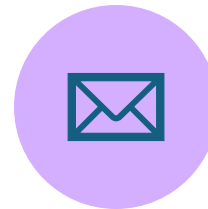
Federal funds must be requested using the Request for Payment form provided by the Board. Vouchers will be processed upon submission of the Grantee's Request for Payment form.



There is no limit to the number of payment requests that can be submitted during the fiscal year.



Final payment requests are due to the ICCB by **August 1** of each year.



Payment requests and questions should be submitted to ICCB Grants Management at ICCB.grantpayments@illinois.gov.

Grant Opportunities and Information

Grant Resources or Guidance

- [Guidance for Student Stipends within Grant Programs](#)

Payment Requests

- Please send all payment requests to: ICCB.grantpayments@illinois.gov
- [Payment Request Form](#)

Grant Documents

- [Uniform Grant Application](#)
- [Uniform Budget Template](#)
- [Grant Application \(GATA-exempt\)](#)

Programmatic Risk Assessment

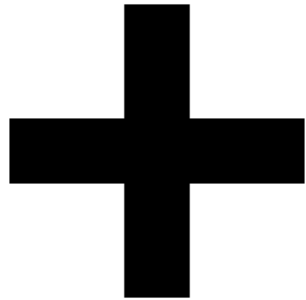
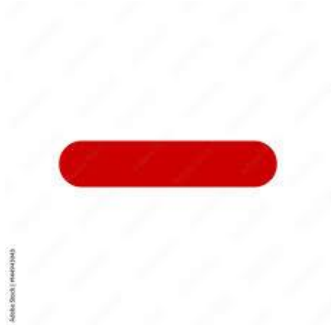
- [PRA Form](#)
- [PRA Training Video](#)



Grant Administration

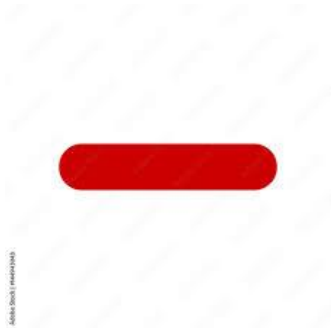
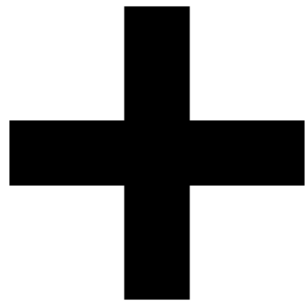
Budget Modifications

BUDGET MODIFICATIONS



- 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 modifications that include a change in scope require the submission of a budget modification request.
- All budget modification requests must be submitted in AmpliFund.

BUDGET MODIFICATIONS



- When completing a budget modification please update your organization's 'Section-A' Tab of your FY -25 budget to match the expenditure tabs following the revisions to your organization's modified tab within your institution's uniform budget.
- All other tabs should align with the proposed modifications listed, including narratives.
- Once complete your budget modification will be uploaded and reviewed for approval by your CTE Liaison.
- ALL fiscal year 2025 budget modifications must be submitted no later than May 30, 2025, for approval.

Submitting Amendments in AmpliFund

1. Click the + icon on the top right of the screen to create a new Amendment
2. Click the radial button next to the Category Budget
3. Click on the Budget Category Type tab
4. Configure the Amendment
 - ✓ Add a name
 - ✓ Select the desired Budget Categories
 - ✓ Enter the amounts
 - ✓ Enter a Justification or upload a Justification
 - ✓ Upload the revised uniform budget document
 - ✓ Review the ICCB Amendment Request Submission Checklist
 - ✓ Click submit



Amendment

Category Budget

Amendment Request

Amendment Name *

Date Requested *

Category Budget

Categories

- 1. Personnel (Salaries and Wages)
- 2. Fringe Benefits
- 3. Travel
- 4. Equipment
- 5. Supplies
- 6. Contractual Services & Subawards
- 7. Consultant Services and Expenses
- 8. Construction
- 9. Occupancy (Rent and Utilities)
- 10. Research and Development (R&D)
- 11. Telecommunications
- 12. Training and Education
- 13. Direct Administrative Costs
- 14. Other or Miscellaneous Costs
- Indirect Cost

Add New Category

Budget Categories*

Category	Proposed Budgeted	Category Total Current Budgeted	Category Total Actuals Total
1. Personnel (Salaries and Wages)	<input type="text" value="\$180,967.00"/>	\$183,967.00	\$1,000.00
14. Other or Miscellaneous Costs	<input type="text" value="\$31,500.00"/>	\$28,500.00	\$1,000.00

Justification

Upload File(s)

Internal Notes

New to the AmpliFund Amendment Page

ICCB Amendment Request Instructions

Instructions: Select all budget categories included in the modification. Enter the Proposed Budgeted Category Totals that reflect the total of the category after the modification, consistent with the Section A tab of the uniform budget spreadsheet. Be sure to enter or attach a justification for the modification. Upload the revised uniform budget spreadsheet that reflects all proposed changes in the Section A tab and individual category tabs included in the budget modification prior to submitting the request.

ICCB Amendment Request Submission Checklist

Please review the following prior to submitting::

- Is a detailed Justification typed into AmpliFund or attached as a separate document?
- Do the Proposed Budgeted Category Totals included in the request match the Section A tab and individual category tabs of the revised uniform budget?
- Is the revised uniform budget spreadsheet reflecting all proposed changes attached?

Notice: Incomplete or incorrect amendment requests will be denied for more information, which will require a resubmission of the request.

GRANT ADMINISTRATION:

Programmatic Monitoring

Programmatic Monitoring

- The intent of programmatic monitoring is to directly review compliance with all applicable governing laws and grant deliverables as outlined in the Notice of Funding Opportunity/Grant application and the Uniform Grant Agreement.
- During the monitoring process, information is requested and analyzed to determine the compliance of specific review items. In general, programmatic site visits and desk reviews are completed in one day and are conducted by ICCB staff.
- See [§200.329 Monitoring and reporting program performance](#) of the Code of Federal Regulations for full text.

PROGRAMMATIC MONITORING

Monitoring will still utilize a risk-based assessment.

Fiscal and programmatic risk factors will be assessed separately.

Risk is assessed based on factors including, but not limited the following:

Unspent funds

Timely submission of quarterly reports/budget modifications

Experience of relevant leadership

Time since last monitoring

Grantees will not receive a joint programmatic/fiscal report. Reports will be separate as they were in years past.

MONITORING PROCEDURES

Elevated Risk:

- Grantee's institutional risk score was in the top 20% of all Perkins grantees.
- Grantees designated as "elevated risk" will undergo an on-site monitoring visit from ICCB fiscal and program staff for a review of all Perkins grants awarded to the grantee by the ICCB during the applicable monitoring period.
- Grantees will be required to complete the self-assessment portion of the Monitoring Tool and submit documentation specific to the Documentation Checklist.
- Grantees will receive a formal monitoring report.

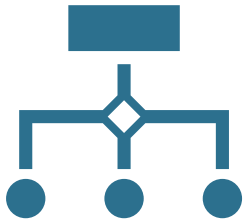
Moderate Risk:

- Grantees designated as "moderate risk" will undergo a desk review from ICCB fiscal and program staff for a review of all Perkins grants awarded to the grantee by the ICCB during the applicable monitoring period.
- Grantees will be required to complete the self-assessment portion of the Monitoring Tool and submit documentation specific to the Documentation Checklist.

Low Risk:

- Grantees will receive targeted technical assistance as it relates to all Perkins grants awarded by the ICCB.
- Grantees will not receive a formal monitoring report.

WHAT GRANTS WILL BE MONITORED?



The risk-based monitoring system applies to all grants you receive through the ICCB. Thus, your ICCB CTE liaison will be monitoring your Fiscal Year 2023 Perkins Basic grant.

If the Perkins Administrator is not the contact for a specific Leadership grant, then the applicable person(s) will be contacted.



All Title I Leadership grants will be monitored in accordance with their respective scope, assessment, and deliverable outcomes. Requested information could include the following:

Budgetary and reporting items

Applicable performance outcomes

Required grant deliverable outcomes

Supplemental documentation specific to the grant and/or grantee

Questions?



FY2025 Professional Development Opportunities

ICSPS

FY 2025 Professional Development

- **Virtual Transitions Academy: Fall Convening**
 - Wednesday, October 16th – Registration to come
- **In-Person Transitions Academy: Cohort Convos**
 - Wednesday, October 30th – Registration to come
 - Illinois State University – Alumni Center, Normal
- **Hybrid Postsecondary CTE Regional Workshops**
 - Thursday, November 21st – Registration to come
 - Moraine Valley Community College & SWIC

In The Works...

- In-Person Facilities Training
- TIPPS Kick-off and Cohort Sessions
- New Perkins Admin Training (replacing CTE Learning Communities)
- Spring Postsecondary CTE Regional Workshop

We want to hear from you!



Sneak Peak

<https://elevate.illinoisstate.edu/browse/icsps/courses/activating-allyship-at-iccb>

Activating Allyship at ICCB

 Course

Free

 Self-paced

 Certificate Offered

Enroll Now



About This Course



The **Activating Allyship** program is designed to support **community college educators and staff** in enhancing our organization's dedication to fostering inclusivity. Participants will have the opportunity to strengthen their roles as advocates for diversity, equity, and inclusion. This learning aims to provide individuals with a better understanding of their responsibilities and the impact they have as leaders, considering the influence of personal values, identity, and potential blind spots on their ability to effectively promote a culture of inclusion and drive organizational change. The program is structured to equip each participant with the mindset and tools necessary to address these challenges. By the program's conclusion, individuals will be able to formulate team-specific action plans to actively pursue the organization's inclusion goals.

Throughout the program, participants will:

- Identify the challenges and pain-points of advancing an allyship culture in higher education.
- Unpack and explore your personal identity and how it shows up in your role.

Break

Revisiting Programs of Study.....

again!



What's a Program of Study?

The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

Program of Study Basics

- Perkins V requires states to define size, scope, and quality.
- Perkins V requires a process for approving locally developed programs of study.
- To use Perkins funds, programs of study must meet or be working towards meeting the definition of size, scope, and quality.
 - Funding means direct program costs like supplies, equipment, instructor salaries, etc.

Program of Study Basics

- Programs of study may be funded for two years while working towards meeting the requirements.
- Prior to the third year, the program of study must be submitted to ICCB for approval to continue using Perkins funding.
- Perkins funds may be used to support professional development for all CTE instructors and to provide allowable direct student support for all CTE students regardless of whether a program of study is submitted or approved.

Illinois' Size and Scope Definitions

Size

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- The size of the program appropriately meets the local labor market demand.

Scope

- A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry.
- The scope of a program must be specified through curricular development, evaluation, and revision.
- Program scope must be defined in consultation with all stakeholders, including business and industry.

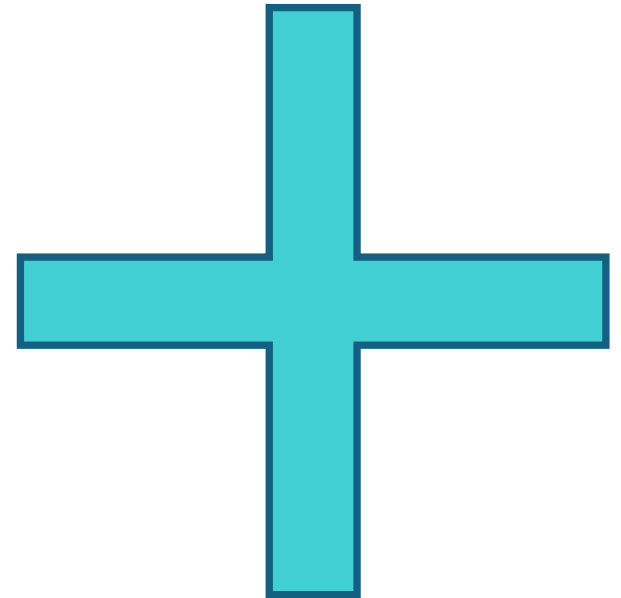
Pop Quiz!

Illinois' definition of quality is broken down into quality components. How many quality components are there?



Extra Credit!

Can anyone name four of the quality components?



Illinois' Quality Definition

Nine Quality Components

1. Development and Engagement
2. Employer-Informed Competencies and Skills
3. Instructional Sequence
4. Work-Based Learning
5. Recruitment and Access
6. Academic Instruction and Supports
7. Instructors
8. Facilities and Equipment
9. Continuous Improvement

Program of Study Changes Effective FY2025

- Revised application form
- Exceptions allowed for Quality Component 4, Work-Based Learning

Prior Requirement

4. Work-Based Learning

Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:

- Team-based challenges and/or CTSOs; and
- One or more of the following, at both the secondary and postsecondary levels:
 - internships
 - career-related service learning
 - paid work experience
 - on-the-job training
 - incumbent worker training
 - transitional jobs
 - apprenticeships (i.e., youth, pre-, registered, non-registered, research)
 - student-led enterprise
 - remote work for a client/employer
 - school-based enterprise
 - cooperative work agreement
 - clinical experience

New exception

- Postsecondary programs of study may be exempted from including a team-based challenge and/or CTSO.

Pop Quiz!

What tool can be used to help ensure the programs of study meet the federal and Illinois program of study requirements?



Program of Study Resources

Illinois Program of Study Expectations Tool - ICSPS



Illinois Model Programs of Study Guides - EdSystems



Draft Agriculture, Food, and Natural Resources Guide



Draft Architecture, Construction, and Energy Guide



Draft Arts and Communications Guide



Draft Education Guide



Draft Finance and Business Services Guide



Draft Health Sciences Guide

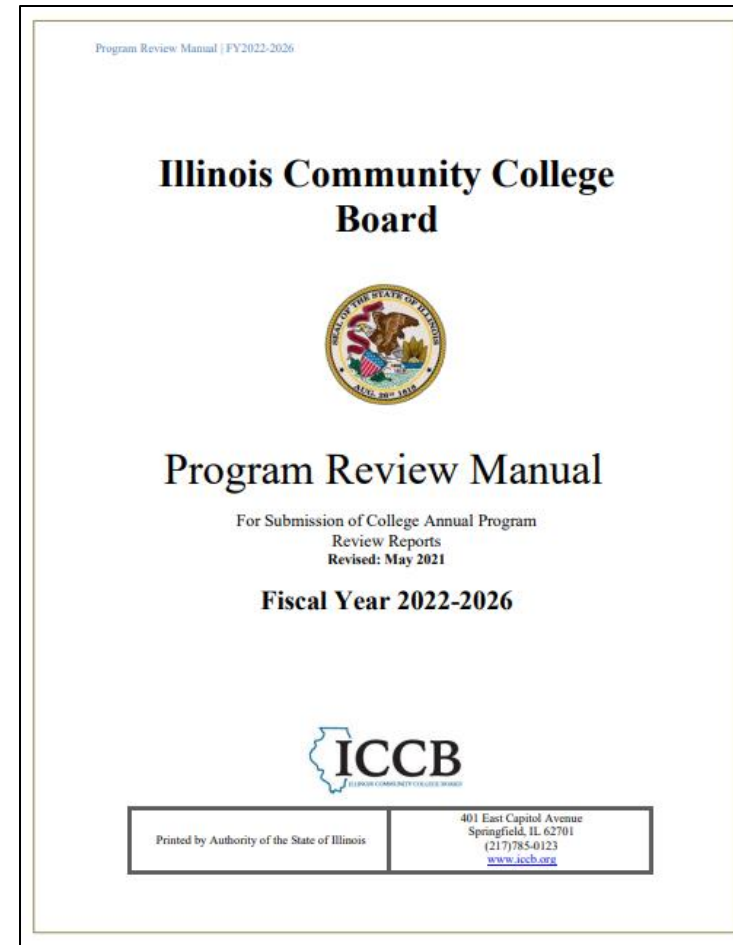


Draft Information Technology Guide



Draft Manufacturing and Engineering Guide

Program of Study Approval Tip: Use existing resources



Program of Study Resources: Program Approval


POS Quality Component	Program Approval Question, <u>July 2023 Manual</u>
<p><u>1. Development and Engagement</u></p>	<p>FEASIBILITY</p> <p>1. Labor Market Need.</p> <p>f. Planning and Collaboration. Describe how the proposed curriculum fits into the colleges overall plans and goals to meet career and technical education/workforce preparation needs within the district/region. 1. Educational & Workforce Partnerships. Address how the program meets priority needs, and describe steps taken to plan and deliver the curriculum in collaboration with others, such as the Program Advisory Committee, Secondary institutions, Baccalaureate Institutions, Local Workforce Boards, Labor Councils and other appropriate partners. 2. Employer Partners. Complete the Employer Partner Chart by listing all employer partners and their locations (Part B). Employer partners include those that are actively engaged in the development, implementation, and evaluation of the CTE program. Additionally, employer partners may be engaged in the work-based learning component of the program and where successful students may obtain available employment. 3. Employer Input. Describe how employers were engaged. Append employer advisory committee meeting minutes and other pertinent documents to reflect the private sector input obtained in the development of the proposed curriculum. p.27</p>
<p><u>2. Employer Informed Competencies and Skills</u></p>	<p>CURRICULUM QUALITY</p> <p>1. Curriculum Information.</p> <p>b. Educational alignment</p> <p>5) Academic & Technical Skill Requirements. Describe how the college ensures that the proposed curricula will provide needed education and skills for the occupation and will meet program objectives by addressing the following: a. Academic Entry Skills: Describe the reading, writing, math and/or science knowledge/skill requirements for students to enter and be successful in the proposed program. How will the college ensure appropriate remediation for students (e.g. through Academic Support Services or CTE/DevEd Bridge Instruction). b. General Education: Describe how the general education requirements support the technical skill requirements of the CTE program. Do each of the courses in Math, Communication, Science, etc. support the level of technical skill required to complete the program and obtain employment? c. Technical Skills: Describe what industry skill standards have been set for related occupations and what professional credentialing (licensure, certification, registration, etc...) is required or optional to students, when and through what agency/entity? Is it optional or required (i.e., is licensure or certification required or optional for job entry? What steps has the college completed to ensure that students will learn the skills required to obtain the necessary licensure or certification? d. Employability Skills: Describe how employability skills (the transferable skills needed by an individual to make them employable) are incorporated into the content of the program. Include any specific employability skills identified by employers and/or program developers. p.29</p>
<p><u>3. Instructional Sequence</u></p>	<p>CURRICULUM QUALITY</p> <p>1. Curriculum Information</p> <p>a. Curriculum: Provide a catalog description and curriculum layout for the program. If submitting a degree and certificate together, include a description and curriculum for each. 1) Catalog description. Provide a description of the program(s) as it will appear in the college's catalog. 2) Curriculum. Complete a Curriculum Chart (Part B) for each program. p.28</p> <p>b. Educational alignment: Describe how the proposed program(s) illustrate a Program of Study. See ICCB's Programs of Study website for more information: Illinois Programs of Study. 1) Academic/Curricular Alignment. Describe the alignment of content between secondary and postsecondary coursework and curricula. Include opportunities for dual credit or articulated credit in both academic and career/technical areas between high school and community college. How will the college ensure a smooth transition for students entering the program, whether from high school, adult education, or other workforce training pipelines? p.28</p> <p>4) Articulation. Specify how the program is structured or articulated to provide educational opportunities for students beyond community college (i.e. baccalaureate capstone programs). If applicable, include information on the specific programs and baccalaureate institutions with which the college has</p>

Program of Study Resources: Program Approval

POS Quality Component	Program Approval Question, July 2023 Manual
<u>4. Work-Based Learning</u>	<p>CURRICULUM QUALITY</p> <p>1. Curriculum Information</p> <p>c. Work-Based Learning. Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships. See the Career Pathway Dictionary for the full continuum of work-based learning and employer engagement strategies, including specific definitions. Describe how work-based learning will be incorporated into the curricula. Append to Part B a list of work-based learning sites to be used for internship, career exploration, job shadowing, clinical practicum, or apprenticeship coursework. p.29</p>
<u>5. Recruitment and Access</u>	<p>FEASIBILITY</p> <p>1. Labor Market Need.</p> <p>g. Addressing Issues of Equity. Describe institutional-level plans to close equity gaps as it pertains to students and the proposed program(s). 1. Institutional Plan. Describe the institution’s plan, as it relates to the proposed program(s), for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, low-income students or students from other underrepresented/underserved backgrounds. 2. Support Services. Describe the institutions and/or program-specific student support services to ensure equitable access and success for all students enrolled in the proposed program(s). 3. Evidence-based Practices. What evidence-based best practices has the college identified and will deploy to ensure equitable completion of programs and/or credentials. p.28</p> <p>g.4. Data Collection. Has your college established a target for (disaggregated) enrollment? How are you monitoring progress and collecting information to assess completion of credentials and programs to ensure equitable outcomes? p.28</p>
<u>6. Academic Instruction and Supports</u>	<p>FEASIBILITY</p> <p>1. Labor Market Need</p> <p>g. Addressing Issues of Equity.</p> <p>2. Support Services. Describe the institutions and/or program-specific student support services to ensure equitable access and success for all students enrolled in the proposed program(s). p.28</p>
<u>7. Instructors</u>	<p>CURRICULUM QUALITY</p> <p>3. Faculty Requirements. Describe the minimum/required qualifications for faculty, including educational/professional/work experience/teaching qualifications; the number of new and existing full- and parttime faculty required to support the proposed program; and how the institution plans to address issues of equity among faculty as it relates to the proposed program(s).</p> <p>a. Faculty Qualifications. Complete the Faculty Qualifications Chart (Part B).</p> <p>c. Professional Development of Faculty. Describe how the institution will provide professional development opportunities for faculty (e.g. to remain updated with relevant industry knowledge, to better understand working with students of color/cultural sensitivity, etc.)? p.30</p>
<u>8. Facilities and Equipment</u>	<p>COST ANALYSIS</p> <p>2. Equipment. If necessary, append to Part B 3. Facilities. Verify the college has adequate facilities (i.e. classroom or laboratory space) to implement and support the program. Include plans for utilizing facilities through partners (i.e. local businesses, labor councils, community organizations, etc...) to deliver the program accordingly. Also describe any new costs associated with renovation or development of facilities. p. 31</p>
<u>9. Continuous Improvement</u>	<p>CURRICULUM QUALITY</p> <p>1. Curriculum Information.</p> <p>f. Continuous Quality Improvement. 1) Describe how the college will utilize continuous quality improvement to ensure the curricula remains rigorous and relevant. 2) Describe how the college will use Assessment of Student Learning information/data to improve the curricula. p.30</p>

Program of Study Resources: Program Review

POS Quality Component	Program Review Question, Fiscal Year 2022-2026 Manual
General	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation. p. 15
<u>1. Development and Engagement</u>	<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? p. 17</p> <p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? p.17</p> <p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? 3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) p.18</p>
<u>3. Instructional Sequence</u>	<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements. p. 16</p> <p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? p.16</p> <p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program? p.17</p>
<u>4. Work-Based Learning</u>	<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? p. 16</p> <p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. p.17</p>
<u>5. Recruitment and Access</u>	<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?) p. 13</p> <p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? p.17</p>
<u>7. Instructors</u>	<p>3.15 What professional development or training is offered to adjunct and full -time faculty that may increase the quality of this program? What additional professional development is needed? p.17</p> <p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? p.17</p>
<u>8. Facilities and Equipment</u>	3.17 What is the status of the current technology and equipment used for this program? p.17
<u>9. Continuous Improvement</u>	1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? p.13



Let's Explore the New Application Form

Program of Study Application

College Name	
CIP Code	
Program of Study	

Instructions

Under each quality component, click to review the criteria for the component, then answer all questions listed and provide supporting documentation to demonstrate that the program of study meets the stated requirements. This form must be used in Adobe Acrobat and not in a web browser. [The Illinois Program of Study Expectations Tool](#) provides examples of acceptable supporting materials. Upon completion, submit this form to iccb.posapproval@illinois.gov.

Size Criteria

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- The size of the program appropriately meets the local labor market demand.

Scope Criteria

- A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry.
- The scope of a program must be specified through curricular development, evaluation, and revision.
- Program scope must be defined in consultation with all stakeholders, including business and industry.

RESET

Program of Study Approval Process

Where ICCB is

- Still working through the hundreds of program study applications received.
 - 527 Applications Received to date...and counting!
 - 320 Applications Approved to date
- All programs of study that have been submitted and are awaiting ICCB approval may continue to use Perkins funds.

What ICCB needs from you

- Consider what programs of study can be submitted together, e.g., CNA, LPN, RN can be submitted as one nursing program of study.
- Don't hesitate to reach out to your ICCB CTE Liaison.
- Use the new program of study application form for all new submissions.
- Let us know if you have any feedback on the new form or if you run into any issues so we can make updates.

Questions?

Large Group Discussion

Perkins Administrator Point of View



- What does a typical workday look like for you? What percentage of Perkins is your day-to-day job?
- What campus stakeholders do you collaborate with to fulfil Perkins requirements?
- What is the most challenging thing about Perkins/Being a Perkins Administrator?
- What excites you most about Perkins/CTE?
- What has been your favorite activity supported by Perkins funds or favorite item purchased with Perkins funds?
- What future plans do you have for Perkins/CTE on your campus?
- How can ICCB better support you?

Any final questions?



Don't Hesitate to Contact Us!

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We Value Your Feedback



<https://forms.office.com/g/Q73HqiRd8L>