TODAY’S AGENDA

✓ Introductions / Resource-sharing / Relevant Forum Sessions
✓ Connecting with Secondary Partners Panel (Nancy Bitner, Amy Romito, and Laura Sullivan)
✓ CTE Networking Directory and the Postsecondary CTE Learning Community (Dr. Aimee Julian and Brittany Boston)
✓ Programs of Study discussion
  ✓ Models and Guides
  ✓ Approval Process
  ✓ Expectations Tool
✓ Grant Administration- Monitoring, Reporting
✓ Perkins Performance Metrics and State Projects Share-Out
✓ Immediately following the meeting…“Lessons with Liaisons”- optional but highly encouraged!
INTRODUCTIONS, RESOURCES, AND PERTINENT SESSIONS
INTRODUCTIONS: ICCB CTE TEAM

✓ Whitney Thompson, Senior Director for CTE
✓ Natasha Allan, Director for CTE
✓ Nicole Joerger, Associate for CTE
✓ Janelle Jones, Associate for CTE
✓ Ann Storey, Associate for CTE
✓ Angela Gerberding, Associate for ICP
✓ Deja Luckett, CTE Research Analyst

We want to hear from you, too! Please introduce yourself in the chat box!
FORUM RESOURCES AND ON-DEMAND SESSIONS

✓ On-Demand Sessions
  ✓ 2020 MOA State Plan
  ✓ Grant Writing 101- for Perkins Competitive Grant Opportunities
  ✓ Student and Faculty Engagement
  ✓ Illinois Postsecondary Profile
  ✓ CTE Networking Directory

✓ Perkins Expenditure Resource- Allowable/Unallowable Uses of Funds (updated for Perkins V!)

✓ Programs of Study Models

*All resources will be linked on the ICCB CTE website following the conference.
SESSIONS TO PIQUE YOUR INTEREST

Thursday, September 24

- Perkins CLNA: We Did It!
- Putting the Band Back Together After COVID
- Discussing Racial Equity in Spaces of Resistance
- ICAPS Growing Pains
- Training on Instructional Practices for Postsecondary Success (TIPPS)
- Bringing Work Home: A Framework for Virtual WBL
- Rethinking the Purpose of Gen Ed Courses in CTE Programs

Friday, September 25

- Collaboration for Equitable Faculty Development in Extreme Times
- Utilizing Data to Advance Equitable Outcomes in Small CTE Programs of Study
- Increasing the Use of Ability to Benefit and Creating a State-defined Process
- Introduction to Universal Design for Learning
- Navigating the Nuances: Programs of Study and Career Pathways
- Addressing the Trauma of COVID
CONNECTING WITH SECONDARY PARTNERS - A PANEL WITH EFE DIRECTORS

-Nancy Bitner, EFE Director for Monmouth-area
-Amy Romito, NSERVE Director
-Laura Sullivan, EFE Director for Mattoon-area
QUESTIONS FOR THE PANELISTS

1) What are the main roles of the EFE?

2) In a pre-COVID world, I think we can all agree that typically face-to-face meetings were the most effective in terms of input and output. As we navigate these virtual times and tend to have full and conflicting schedules, what advice can you give for ensuring the continuity and integrity of these meetings?

3) What aspects of the CLNA do you think are the most vital for secondary/postsecondary collaboration?

4) What information, resources, etc. is it necessary that your postsecondary partner provide to you?

5) What can the colleges learn from you or in what ways do secondary representatives contribute to the educational partnership?

6) Do you have any tips or advice for keeping the spirit of collaboration alive?
IL CTE NETWORKING DIRECTORY + POSTSECONDARY CTE LEARNING COMMUNITY

Dr. Aimee Julian, ICSPS
Brittany Boston, ICSPS
IL CTE Networking Directory

- The CTE Networking Directory is designed to assist CTE leadership and partners in networking and sharing information. Partners include but are not limited to Postsecondary Perkins Coordinators and Directors, Education for Employment Directors, Career Deans, Adult Education Administrators, Workforce Partners, and Dual Credit Coordinators.
- Access the site here: [https://ilctenet.org/home/](https://ilctenet.org/home/)

Postsecondary CTE Learning Community - coming to Microsoft Teams!

- Moving focus back to a collaborative cohort and capitalizing on our virtual environment
- Teams platform allows for private messaging, video chats, file sharing, message boards, etc.
- Central location for all things Perkins
- Pilot with Postsecondary Perkins Administrators
PROGRAMS OF STUDY

Whitney Thompson, ICCB
Natasha Allan, ICCB
Brittany Boston, ICSPS
The primary purposes and goals for the Model Programs of Study are to:

1. **Provide guidance and exemplars** for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan.

2. **Establish a framework** for State agencies to develop and implement program supports.

3. **Identify priority dual credit courses** that are foundational to the industry area and well-situated for statewide scaling and articulation.

4. **Define the competencies** that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.

5. **Identify entry points** for employers to support coursework and related experiences.
## Program of Study Models

<table>
<thead>
<tr>
<th>Developed in FY20</th>
<th>Will be Developed in FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Architecture, Construction, and Energy</td>
</tr>
<tr>
<td>Health Sciences and Technology</td>
<td>Arts and Communication</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Finance and Business Services</td>
</tr>
<tr>
<td>Manufacturing and Engineering</td>
<td>Agricultural, Food, and Natural Services</td>
</tr>
</tbody>
</table>
METHODOLOGY

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
### SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

<table>
<thead>
<tr>
<th>Program</th>
<th>Typical Job</th>
<th>Near or Above Living Wage Threshold for 1 Adult + 1 Child</th>
<th>Median Hourly Wage</th>
<th>Growth in Illinois: Annual Job Openings</th>
<th>Growth in Illinois: % Change Over 10 years</th>
<th>Stackable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Computer Information Systems/Computer Programming</strong></td>
<td>Computer Systems Analyst</td>
<td>Y</td>
<td>$41.67</td>
<td>2,230</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Computer User Support Specialists</td>
<td>Y</td>
<td>$24.27</td>
<td>220</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Computer Science</strong></td>
<td>Computer and Information Systems Managers</td>
<td>Y</td>
<td>$65.12</td>
<td>1,370</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Computer Hardware Engineers</td>
<td>Y</td>
<td>$50.35</td>
<td>110</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Software Developers - Applications</td>
<td>Y</td>
<td>$45.88</td>
<td>2,690</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Software Developers - Systems Software</td>
<td>Y</td>
<td>$51.63</td>
<td>1,030</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer and Information Research Scientists</td>
<td>Y</td>
<td>$55.43</td>
<td>90</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Web Development</strong></td>
<td>Web Developers</td>
<td>Y</td>
<td>$33.85</td>
<td>515</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td><strong>Networking and Cloud Computing</strong></td>
<td>Computer Network Architects</td>
<td>Y</td>
<td>$56.07</td>
<td>400</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Information Security Analysts</td>
<td>Y</td>
<td>$46.33</td>
<td>430</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Network and Computer Systems Administrators</td>
<td>Y</td>
<td>$39.87</td>
<td>970</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Network Support Specialists</td>
<td>Y</td>
<td>$29.80</td>
<td>840</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>
## IT EXAMPLE

### INTRODUCTION TO COMPUTER INFORMATION SYSTEMS

*Key Competencies*

| Applications and Software | • Students can use their understanding of system software and software applications to explain the purposes and functions of operating systems, essential system utilities, general business software applications, and mobile and web-based applications.  
• Students can use their understanding of general software development to describe the life cycle of a software product from gathering requirements through deployment, maintenance, and next iteration. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data and File Structures</td>
<td>• Students can use their understanding of common data and file structures to move, store, reference, access, and manipulate data or files necessary to create information.</td>
</tr>
<tr>
<td>Hardware</td>
<td>• Students can use their understanding of computer and peripheral hardware to explain the purposes and functions of the system unit and its components, input and output devices, and physical and virtual network devices and media.</td>
</tr>
</tbody>
</table>
| Information Technology and Systems | • "Students can use their understanding of fundamental IT concepts, systems, platforms, tools, and technology to understand the common roles of IT professionals." — PWR  
• Students can use their understanding of information systems to explain the purposes and functions of transactional, management, decision support, and other system types relevant to information technology. |
| Networking and Cloud Computing | • Students will use electronic resources and research methods to read medical writings and understand the medical information contained in them.  
• Students will analyze and interpret patient records, lab reports, diagnostic summaries, etc., and the information contained in them. |
IT EXAMPLE - POSTSECONDARY

**POSTSECONDARY OPTIONS**

1. **COMPUTER INFORMATION SYSTEMS/COMPUTER PROGRAMMING**
   - **Computer Information Systems**
   - **Computer Programming**
   - Computer Information Systems Certifications
   - Computer Information Systems AAS
   - Bachelor of Science

2. **GUIDED TRANSFER**
   - **Computer Science**
   - Associate of Science
   - Bachelor of Science

3. **WEB DEVELOPMENT**
   - Web Development Certifications
   - Associate of Science
   - Bachelor of Science
   - Web Development AAS

4. **NETWORKING & CLOUD COMPUTING**
   - Networking Certifications
   - Networking AAS
   - Bachelor of Science

Multiple programs of study
APPROVAL PROCESS

✓ Background
✓ In order for CTE programs to be funded with federal Perkins dollars, made available under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), programs must meet or be working towards the State’s definition of size, scope, and quality in order to be deemed a program of study (this definition can be found on pages 24-31 of the IL Perkins V State Plan or within the POS Expectations Tool).

✓ Timeline
✓ July 1, 2020 – June 30, 2022: Institutions can fund CTE programs with federal Perkins funds and be working toward meeting the size, scope, quality criteria.
✓ July 1, 2022 (the start of FY23): By the third year, in order to continue to be eligible for federal Perkins funds, a CTE program must 1. meet the size, scope, quality criteria, 2. meet the definition of a program of study per Perkins V, and 3. be approved by the ICCB by submitting a POS Approval Form.
✓ Approval Forms can be submitted at any point during the fiscal year.

✓ Access the form here: https://www.iccb.org/cte/approval-form/
Only ICCB-approved programs of study should be listed within the POS Inventory Form.

Technically, no one should have any programs listed within their Inventory Form as no colleges have submitted a POS Approval Form.

IF you listed programs in your Inventory Form for your FY21-24 Perkins Local Application, that is okay. However, please note that those programs must be submitted for approval in FY23.

Once you receive an approval from ICCB, update your Inventory Form. You do not need to send ICCB an updated Inventory Form every time a POS is approved - wait to send it with your next Perkins Local Application.

Note: All POS listed within the POS Inventory Form prior to FY21 have not been formally approved.
The Programs of Study Expectations Tool has been updated to reflect and integrate Perkins V; the programs of study size, scope, quality criteria; and other tools at your disposal such as ICCB Program Review.

The Tool should be utilized when assessing your CTE programs of study to ensure they meet all applicable criteria in order to submit them for ICCB approval.

Access the Expectations Tool here: https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins_V/POS_Expectations_Tool_Final_FILLABLE.pdf
Colleges are required to submit programmatic and financial quarterly reports 30 days after the end of a quarter (EDGAR 200.328)

- Programmatic reporting is located within the Annual Work Plan template.
- Financial reporting is located on a separate spreadsheet.
- Both are due to the ICCB CTE mailbox: mailto:cte@iccb.state.il.us on the following schedule:

<table>
<thead>
<tr>
<th>REPORT</th>
<th>PERIOD</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>July 1 – September 30</td>
<td>October 30</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>October 1 – December 31</td>
<td>January 30</td>
</tr>
<tr>
<td>Quarter 3</td>
<td>January 1 – March 31</td>
<td>April 30</td>
</tr>
<tr>
<td>Quarter 4/Final Report</td>
<td>April 1 – June 30</td>
<td>July 30</td>
</tr>
</tbody>
</table>
Grant recipients were to complete an institutional assessment, the Internal Controls Questionnaire (ICQ), as well as a grant-specific programmatic risk assessment. These assessments determine the recipient’s risk-level. ICQ risk conditions: affect all grants at an institution. Grant-specific programmatic assessment: individual grants (i.e. Perkins).

Colleges can have...:
- Fiscal or programmatic risk conditions
- Fiscal and programmatic risk conditions
- Neither fiscal nor programmatic risk conditions

For FY21, all colleges are programmatically low risk! However, some colleges still have fiscal risk conditions. These risk conditions were relayed in your Perkins Notice of State Award.
BUDGET MODIFICATIONS

✓ Grantees are allowed to make modifications up to ten percent (10%) or $1,000 \textit{(whichever is higher)} of any specific line, prior to seeking approval.

✓ Modifications that are greater than ten percent (10%) or $1,000 \textit{(whichever is higher)} of any specific line \textbf{OR} require a major change in scope, require the submission of a budget modification request.

✓ The template is the last tab of the Uniform Budget and includes line item specifics, as well as the programmatic explanation of the changes.

✓ All other tabs should align with the approved modifications listed, including narratives.

✓ This form, along with a revised Uniform Budget, should be sent to cte@iccb.state.il.us for approval.

✓ **ALL** modifications must be submitted no later than May 30, 2021 for approval \textit{(barring another pandemic)}. 
PAYMENT REQUESTS

✓ 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 Patrick Walwer at 217.785.0089 or patrick.c.walwer@illinois.gov.
GRANT ADMINISTRATION: PROGRAMMATIC MONITORING
Nicole Joerger, ICCB
Monitoring is fluid, currently, due to Covid-19.

Monitoring will still utilize a risk-based assessment.

The risk-based assessment determines a grantee’s risk designation.

Risk is assessed based on fiscal and programmatic factors including the following:

- Unspent funds
- Timely submission of quarterly reports/budget modifications
- Experience of relevant leadership
- Significant technical assistance needs
- Unallowable expenditures

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

✓ **Monitoring Review:**
  ✓ Grantee’s institutional risk score was in the top 20% of all ICCB grantees.
  ✓ Grantees designated as “elevated risk” will undergo a monitoring “visit” from ICCB fiscal and program staff for a review of all 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

✓ **Targeted Technical Assistance:**
  ✓ Grantee’s institutional risk score was not in the top 20% of all ICCB grantees
  ✓ Grantees will receive targeted technical assistance via desk review or phone conference as it relates to all grants awarded by the ICCB. There will no longer be a moderate or low risk level.
  ✓ Grantees will not receive a formal monitoring report
The risk-based monitoring system applies to all grants you receive through the ICCB. Thus, your ICCB CTE liaison will be monitoring your previous year’s Perkins Basic grant, as well as any Perkins Title I Leadership grants your institution received.

- 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
PERKINS PERFORMANCE METRICS + PROJECT SHARE-OUT

Whitney Thompson, ICCB
STATE CTE GOALS

1. Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credentials.

2. Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.

3. Increase participation in CTE dual credit coursework.

4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.

5. Recruit and retain a robust and sustainable pipeline of CTE educators.

6. Expand access to quality work-based learning for all students.
Goal One - Credential Attainment - Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credentials.

Aggregate

2P1: Earned Recognized Postsecondary Credential

Disaggregated - Equity Targets

- Racial and ethnic minorities
- Special populations as defined by Perkins

Strategies

Developing and Supporting Programs of Study and Career Pathway

- Expanding CTE Dual Credit (see Goal 3)
- Expanding Integrated Education and Training (see Goal 2)
- Support Accelerated Learning Models (e.g. PLA, CBE, etc.)

  Strategy Metric: # of programs adopting CBE, self-paced

- Developing Programs of Study to be adopted by secondary and postsecondary partners

  Strategy Metric: # of programs of study approved

- Seamless stackable credentials, as appropriate

Retention Efforts (e.g. faculty and staff professional development (examples), tutoring,)

  Strategy Metric:

- Comprehensive student services/ wraparound support
STATE LEADERSHIP ACTIVITIES

Research

✓ Special Populations Support: Former Foster Youth (FFY) Postsecondary Pathways (OCCRL)

✓ CTE Open Educational Resources – Rate of Adoption Study (OCCRL)

✓ Illinois Community Colleges Racial Campus Climate Study (OCCRL)

✓ Individuals with Disabilities Support (ICSPS) - the transition from secondary to postsecondary, and from postsecondary to the workforce for individuals on the spectrum and individuals with disabilities.
STATE LEADERSHIP ACTIVITIES

Technical Assistance and Professional Development

• Pathways to Results (OCCRL)
• Program Review Illinois (Program Review Advisory Committee, resources, student focus group) (OCCRL)
• CTE Comprehensive Learning Needs Assessment (CLNA) (revising/improving CLNA for next round) (OCCRL)
• ICCB Staff Equity Training Professional Development Workshop (OCCRL)
• Community College Student Leadership Development Training (OCCRL)
• Perkins Administrator Cohort meetings and monthly CTE Learning Community (ICSPS)
• CTE Leadership Grant (special population TA and PD) (ICSPS)
• Forum for Excellence Conference (ICSPS)
• Illinois Transitions Academy (ICSPS)
• Civil Rights Reviews (TA and PD) (ICSPS)
• Professional development modules for business and industry representatives entering teaching (pilot and implementation) (ICSPS)
• CTE Counselor Academy (ICSPS)
• Individuals with Disabilities Support (Transitions to and through secondary/employment) (ICSPS)
• Competency-based Education Forum (ICSPS)
• Program of Study Model Development (NIU EdSystems)
ICCB CTE STAFF CONTACT INFORMATION

Whitney Thompson
whitney.thompson@illinois.gov
217.558.0318

Natasha Allan
natasha.allan@illinois.gov
217.785.0139

Nicole Joerger
nicole.joerger3@illinois.gov
217.524.9119

Janelle Jones
janelle.jones@illinois.gov
217.785.0068

Ann Storey
ann.l.storey@illinois.gov
217.558.4635

Angela Gerberding
angela.gerberding@illinois.gov
217.558.2162

Deja Luckett
deja.luckett@illinois.gov
217.785.0028