



Fiscal Year 2021 - 2024

Illinois Postsecondary Perkins
Local Application Guidelines draft

*Strengthening Career and Technical Education for the 21st Century Act
(Perkins V)*

APPLICATION DUE DATE: MAY 1, 2020

SUBMIT APPLICATION TO: cte@iccb.state.il.us

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INTRODUCTION

The [Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins V) was signed into law on July 31, 2018, to be effective on July 01, 2019. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Perkins V is largely based on the structure and content of Perkins IV and remains the most important piece of legislation affecting career and technical education (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. Perkins V facilitates this by placing a greater emphasis on the following areas:

- ✓ local flexibility;
- ✓ comprehensive stakeholder engagement and collaborative planning;
- ✓ innovation;
- ✓ equity and accountability; and,
- ✓ alignment with other education and workforce programs.

Perkins V requires colleges to develop and implement a **four-year local application**. Please note that fiscal year 2020 is a transition year; thus, the fiscal years to be covered in this application are 2021-2024. To effectively do so and ensure local needs are met, colleges must engage stakeholders in the planning and development of their four-year application. **Required stakeholders** include representatives of secondary CTE programs, minority-serving institutions, the local workforce development board, business and industry, special populations, community organizations, and Adult Education.

The Local Application under Perkins V is comprised of elements from the comprehensive local needs assessment, Application narrative, work plan, and Uniform Budget. To be eligible for funds, each college must submit a complete Local Application that identifies activities, goals, and objectives that reflect **yearly and long-term progress**.

These Guidelines are in draft form to coincide with the draft of the Perkins V State Plan. You will be provided with more specificity, including application forms, work plan/facilitation guidelines, and technical assistance, during the second public comment period in January 2020. However, the information provided in this document should be utilized to begin the planning process with internal and external stakeholders.

APPLICATION COMPLETION PROCESS

Technical Assistance Meeting	Technical Assistance for the fiscal year 2021 - 2024 Postsecondary Perkins Local Application will be conducted on a date that is TBD .
ICQ and Programmatic Risk Assessment	The Internal Control Questionnaire (ICQ) and the Programmatic Risk Assessment will be made available in late spring. These will need to be completed by May 30, 2020 .
Application Due Date	May 1, 2020 – 5:00 p.m.
Submission Method	All Local Application documents (Cover page, data, CLNA, narrative, work plan, Uniform Budget, signature page) must be submitted via email to cte@iccb.state.il.us with the subject line, “COLLEGE NAME, FY2021 - 2024 Local Application.”
Submission Questions	Please issue all questions to either your ICCB Perkins liaison or to cte@iccb.state.il.us .
Extension Requests	Extension Requests will be considered on a case-by-case basis. To be considered for an extension, a written request should be emailed to cte@iccb.state.il.us by TBD . Granted extensions will not exceed seven days from May 1 st (the Application due date). Applications received after the deadline, without an approved extension, will not be guaranteed approval by July 1, 2020.
Verification of Submission	A confirmation email will be sent to the Perkins contact upon receipt of the Application.
Review Process	Applications will be reviewed by a team of ICCB staff. After the review, ICCB staff will then contact the college to: <ol style="list-style-type: none"> 1. request more specific information, clarification and/or supporting data; or 2. confirm that the proposal has been approved as submitted. NOTE: Expenditures may not begin until the college receives approval of their submitted Application and shall not begin before July 1, 2020.
Approval	Upon approval, the ICCB will issue a Notice of State Award and a Grant Agreement to the college that details specific award information and includes all required assurances and certifications. This agreement must be signed by the college president or authorized signatory and returned to Patrick Walwer, patrick.c.walwer@illinois.gov , in order to activate the grant.

SECTION 1: COVER PAGE

APPLICATION COVER PAGE

The Application Cover Page will be used as the first page of the Application submission and includes the following information:

- Community college name
- Number of students served in fiscal year 2020 (see explanation below)
- Estimated fiscal year 2021 allocation (if available at the time of submission)
- Contact information, including name, title, phone and e-mail, for:
 - **Primary Perkins contact** - This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.
 - **Secondary Perkins contact(s)** - Any person(s) that oversee(s) or have multiple responsibilities related to the grant development and/or process.
 - **Fiscal contact**

NUMBER OF STUDENTS SERVED

Provide the total number of students served through Perkins dollars in fiscal year 2020. Estimated or duplicated counts are acceptable. The total number of students could derive from the following sources:

- Students receiving support services such as:
 - Tutoring
 - Mentoring
 - Transportation
 - Books/supplies assistance
 - Disability Services
- Students impacted by:
 - The purchase of equipment or instructional materials
 - Faculty or staff receiving professional development related to instruction
 - Contact time with supplemental instruction or aides
- Other – additional data collected to track students served through Perkins funding collected by the college.

SECTION 2: ACCOUNTABILITY

DATA ANALYSIS

PERFORMANCE IMPROVEMENT PLAN

Accountability and continuous improvement remain key tenets in Perkins V. While the performance indicators for postsecondary CTE did not significantly change, there will be an increased focus on transparency and equity. Colleges are required to maintain disaggregated data by student populations, including special populations, and each core indicator according to CTE programs and utilize that information to identify performance gaps and develop plans that focus on serving special populations [Section 113 (b)(4)(B)(ii)].

The updated core indicators of performance in Perkins V are as follows:

Core Indicator of Performance 1P1: Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

- Numerator: Number of individuals in the denominator who in the second quarter after program completion are in a postsecondary education or advanced training, military service or a service program, that receives assistance under Title I of the National Community Service Act or are employed.
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

Core Indicator of Performance 2P1: Credential, Certificate or Degree

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion

- Numerator: Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

Core Indicator of Performance 3P1: Non-traditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

- Numerator: Number of under-represented CTE concentrators in non-traditional CTE programs during the reporting year.
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

CTE Baseline Level Performance:

Indicators	Baseline Level	Performance Level			
		FY2020	FY 2021	FY 2022	FY 2023
1P1: Postsecondary Retention and Placement	68.8	69	69.4	69.8	70.4
2P1: Earned Recognized Postsecondary Credential	69.5	70.1	70.5	70.9	71.3
3P1: Nontraditional Program Enrollment	9.5	9.6	9.8	9.9	10.1

SECTION 3: COMPREHENSIVE LOCAL NEEDS ASSESSMENT

NEEDS ASSESSMENT

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the comprehensive local needs assessment (CLNA). Specifically, the law states: “To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment. Institutions will use information from the local needs assessment to write and plan elements of the local application.”

The Perkins V CLNA moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs in six key areas:

- 1) student performance data;
- 2) size, scope, and quality as defined by the state plan;
- 3) labor market alignment,
- 4) progress towards implementing CTE programs of study;
- 5) recruitment, retention, and training of faculty and staff; and
- 6) progress toward improving access and equity.

The CLNA process is meant to be completed alongside a diverse body of external stakeholders; however, should be led by the community college and the Education for Employment (EFE) director(s). Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations.

Each of the eight sections of the CLNA has guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application. Colleges are required to submit the summary description of the results of your CLNA, as well as the entirety of your CLNA, alongside your application.

SECTION 4: APPLICATION NARRATIVE

APPLICATION NARRATIVE

Based on the findings from your local needs assessment, you will be required to identify and describe strategic activities that fulfill planned goals and objectives. Outlined goals and objectives should include measurable outcomes that reflect **yearly** and **long-term progress**, and subsequent timelines; this should be an inclusive and comprehensive application and clearly represent the culmination of the strategic planning partnerships that have been developed. Each of the components listed within the narrative should relay activities that will help support and improve CTE programs, specifically addressing those areas highlighted in the comprehensive local needs assessment.

Reminder: This is a four-year application. As elucidated in the Introduction, the application narrative must relay activities and timelines **through fiscal year 2024**.

Questions one through ten below represent the minimum of what will be expected of colleges to submit for the narrative portion of their local application and work plan.

- 1. A description of how the results of the CLNA inform the selection of the specific career and technical education programs and activities selected to be funded.*
- 2. How students, including students who are members of special populations, will learn about career and technical education course offerings and if a course is part of a career and technical education program of study.*
- 3. Career exploration, career development coursework, activities, or services and career information on employment opportunities that incorporate the most up-to-date information on high- skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment.*
- 4. Have an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.*
- 5. Provide a description of how the eligible recipient will improve the academic and technical skills by strengthening the academic and career and technical education components such as the integration of coherent and rigorous content aligned with challenging academic standards.*
- 6. Describe how the eligible recipient will—*

- a. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;*
 - b. prepare CTE participants for non-traditional fields;*
 - c. provide equal access for special populations to career and technical education courses, programs, and programs of study; and*
 - d. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.*
- 7. Provide a description of the work-based learning opportunities that the eligible recipient will offer career and technical education students and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.*
- 8. Provide a description of how students can gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.*
- 9. Provide a description of how coordination will occur with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.*
- 10. Provide a description of how disparities or gaps in performance will be addressed in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional action recipient will take to eliminate those disparities or gaps.*

SECTION 5: PROGRAMS OF STUDY

PROGRAMS OF STUDY INVENTORY

Perkins V calls for the creation of secondary to postsecondary sequences of academic and CTE coursework that help students attain a postsecondary degree or industry-recognized certificate or credential. As part of the Local Application, colleges are required to utilize the findings from the comprehensive local needs assessment to inform program of study decision-making. One of the eleven components of the Local Application requires colleges to provide a description of any new programs of study offering(s) that will be developed and submitted to the State for approval. As with the remainder of the components of the Local Application, colleges must describe planned activities that represent both yearly and long-term goals and objectives. Federal program of study requirements are listed below.

Questions eleven and twelve below represent the minimum of what will be expected of colleges to submit for the narrative portion of their local application and work plan as it relates to programs of study.

Perkins V Federal Program of Study Requirements:

The Strengthening Career and Technical Education for the 21st Century Act, Section 3 (41)(A-F), defines a program of study as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that-

- a. incorporates challenging State academic standards;
- 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.

11. Provide a description of any new programs of study that will be developed and submitted to the State for approval. Address all six requirements above identifying what currently exists and what needs to be created or implemented.

- 12.** *Provide a list of all fully developed programs of study. Utilize the [Programs of Study Expectations Tool](#), which is designed to ensure programs of study meet the State's minimum expectations, as well as the Federal programs of study requirements listed above.*
- a. Include an update on the progress related to each program of study*
 - b. Include whether or not it meets both minimum expectations and quality standards. For any program of study that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement.*

SECTION 6: BUDGET

UNIFORM BUDGET SPREADSHEET

Perkins sub-recipients are required to complete the State of Illinois Uniform Budget Spreadsheet **annually**, with that respective fiscal year's financials. The Uniform Budget Spreadsheet contains ten expenditure categories. Please see [EDGAR 2 CFR Part 200](#) or the following table for more details.

1. Personnel (200.430)
2. Fringe Benefits (200.431)
3. Travel (200.474)
4. Equipment (200.33/200.439)
5. Supplies (200.94)
6. Contractual Services (200.318)
7. Consultant/Professional Services (200.459)
8. Training and Education (200.472)
9. Other (*requires ICCB approval*)
10. Indirect Costs/General Administration (limited to 5% of the college's allocation)

ACTION STEPS

1. After completing the Program Narrative, complete the Uniform Budget. Specific directions are detailed within the first tab of the budget.
2. All expenditure category totals must equal the totals on Section A: Budget Summary.
3. For Expenditure Categories **Personnel**, **Fringe Benefits**, and **Travel**, the college must provide sufficient and detailed information as requested.
4. Since the Program Narrative requires ample detail for each element and activity for the **remaining expenditure categories**, only a brief description of each item is necessary.
5. For each expenditure category entry, cite the Principle, element, and activity that is being fulfilled and where a detailed description can be found.
6. The Uniform Budget will **not be accepted** without the signed certification which is to be completed by the President, Chief Financial Officer, or another authorized signatory.
7. **Do not PDF the completed Uniform Budget**; it must be sent in Excel format.

NOTE: For out of state travel, colleges must submit an Out of State Travel Request form unless **all** pertinent details are included within the Application. **Please see the Out of State Travel Request Form to understand what information is required.**

BUDGET TERMS AND DEFINITIONS

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) EXPENDITURE CATEGORIES	
Compensation—Personnel 2 CFR 200.430	Compensation for personnel services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.
Compensation—Fringe Benefits 2 CFR 200.431	Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.
Travel Costs 2 CFR 200.474	Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.
Equipment 2 CFR 200.33	Equipment is defined as 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 \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. <i>Please also see 2 CFR §200.439 Capital Expenditures.</i>
Supplies 2 CFR 200.94	All tangible personal property [other than those described in §200.33 Equipment]. Generally, supplies include any materials that are expendable or consumed during the course of the grant.
Contractual Services 2 CFR 200.318	All products or services which are procured by contract. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award.
Consultant/ Professional Service Costs 2 CFR 200.459	Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity.
Training and Education 2 CFR 200.472	The cost of training and education provided for employee development.

<p>Indirect Cost/ General Administration 2 CFR 200.414</p>	<p><u>Indirect costs</u>: those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Indirect costs must be classified within two broad categories: “Facilities” and “Administration.” “Facilities” is defined as depreciation on buildings, equipment and capital improvement, interest on debt associated with certain buildings, equipment and capital improvements, and operations and maintenance expenses. “Administration” is defined as general administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures.</p> <p><u>General Administration</u> (Perkins Section 136(d)): organized administrative activities that provide assistance and support to CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.</p>
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BUDGET MODIFICATION PROCESS

To request a budget modification, colleges must submit the following:

- ✓ Budget Modification Request Form (last tab of the Uniform Budget Spreadsheet); and,
- ✓ A revised Uniform Budget, specifically highlighting the revised areas; and,
- ✓ A signed Certification (located at the bottom of the Form)

to your ICCB Perkins liaison or cte@iccb.state.il.us. The final date to submit budget modifications during the fiscal year will be May 30.

NOTE: Please remember that modifications must be submitted and approved **prior** to any expenditure of funds. Modifications submitted after an expenditure of funds has occurred **will not be retroactively approved**.

Grantees are allowed to make modifications up to ten percent (10%) or \$1,000 (whichever is higher) of any specific line, prior to seeking approval. Modifications that are greater than ten percent (10%) or \$1,000 (whichever is higher) of any specific line OR require a major change in scope, require the submission of a budget modification request.

SECTION 7: REPORTING REQUIREMENTS

Pursuant to EDGAR guidelines, Postsecondary Perkins grant recipients are required to submit quarterly reports. The format and requirements for these reports will be released at a later date. Quarterly reports will be due 30 days after the end of each quarter and should be submitted to cte@iccb.state.il.us. Extensions for delayed report submissions must be granted prior to the reporting deadline. Extensions will be granted for no longer than seven days past the due date. If a report due date falls on a Saturday or Sunday, colleges may submit their report the following Monday.

QUARTERLY REPORTING SCHEDULE		
REPORT	PERIOD	DUE DATE
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/Final Report	April 1 – June 30	July 30

Grantees are also required to complete a Final Expenditure Close-Out Report 60 calendar days following the end of the grant period. The report is due by **August 30** of each fiscal year.

SECTION 8: MONITORING

Perkins sub-recipients are subject to *fiscal* and *programmatic* monitoring.

To meet the requirements of Uniform Guidance (2 CFR 200.331(b)), Requirements for Pass-Through Entities, the ICCB has established a risk-based system for the monitoring of grantees. Previously, monitoring of grantees was cyclical. The ICCB will utilize this risk-based assessment to determine the type of monitoring conducted during the appropriate calendar year.

The Process

Risk is assessed using a quantitative system for rating and ranking grantees and their ICCB-funded programs. The risk-based system ensures that grantees are monitored uniformly across all ICCB-funded programs, while also ensuring efficiency of time and effort on behalf of both ICCB and college staff. Grantees are assessed using factors and weights derived from multiple sources. Each grantee is allocated points based on the criteria below and is assigned a risk level of **elevated**, **moderate**, or **low** based on the total number of points allocated relative to other grantees. Criteria used in the risk assessment will be evaluated and updated annually.

- Number of material weaknesses or significant deficiencies in the grantee's most recent audit
- Number of conditions assessed in the most recent Internal Controls Questionnaire (ICQ)
- Timeliness of required submissions (performance, programmatic, financial and final reports)
- Number of findings in previous grant monitoring review
- Amount of grant funding
- Years since last monitoring visit

Monitoring activities are dependent on the grantee's risk designation and will include either an on-site review (elevated risk), a desk review (moderate risk), or fiscal and programmatic technical assistance (low risk). On-site monitoring will be conducted jointly, with ICCB fiscal and programmatic staff on-site during a defined window of time. Should you have any questions regarding the **fiscal** aspect of Perkins monitoring, please contact:

Kris Pickford
Senior Director for Financial Compliance and Accountability
(217) 558-4680
kris.pickford@illinois.gov

Cassy Good
Associate Director for Compliance
(217) 524-0504
cassy.good@illinois.gov

For more information regarding programmatic monitoring specifics, contact your ICCB Perkins liaison or visit the [monitoring page](#) of the ICCB CTE website.

SECTION 9: WIOA REQUIREMENTS FOR PERKINS

In 2014, the Workforce Investment Act of 1998 was reauthorized as the Workforce Innovation and Opportunity Act (WIOA). This Act streamlined several programs and designed a comprehensive system that is inclusive of other major workforce and educational programs. Perkins is one of sixteen required partners. As a required partner, Postsecondary Perkins recipients are to:

- Offer various career services (i.e. academic counseling, career advising, resume writing, etc.) and other activities through the one-stop centers (American Job Centers).
 - Staff and services can be made available on-site or through “direct linkage”. Specific services for each area will be outlined in that area’s MOU.
- Participate in the Memoranda of Understanding (MOU) negotiations as well as negotiations to determine infrastructure and shared system costs.
- Provide a limited amount of resources to fund infrastructure and shared system costs of the one-stop centers. Partners are to contribute their “fair share” of the costs based on proportionate use and relative benefits received (20 CFR 678.420(b)(2)(i), 34 CFR 361.420(b)(2)(i), and 34 CFR 463.420(b)(2)(i). When using federal grant funds, Postsecondary Perkins are limited to expending general administration funding - which is capped at 5% of their total allocation (TEGL WIOA No. 17-16).

Please see the [Governor’s Guidelines](#) including supplemental guidance for more information.

A. ICCB CTE STAFF CONTACT INFORMATION

The Illinois Community College Board
401 East Capitol Avenue, Springfield, IL 62701-1711
Phone: 217.785.0123; Fax: 217.785.0090

NAME	TITLE	PHONE	EMAIL
Whitney Thompson	Senior Director for CTE	217.558.0318	whitney.thompson@illinois.gov
Vacant	Director for CTE		
Natasha Allan	Associate Director for CTE Compliance	217.785.0139	natasha.allan@illinois.gov
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Vacant	Associate Director for CTE		
Deja Luckett	CTE Research Analyst	217.785.0028	Deja.luckett@illinois.gov
Vacant	Associate Director for Integrated Career Programs		

B. USEFUL RESOURCES AND LINKS

[Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)

[Perkins Reauthorization Resources](#)

[Illinois Programs of Study Expectations Tool](#)

[ICCB CTE Grant Manual](#)

[ICCB CTE Resources webpage](#)

[Education Department General Administrative Regulations \(EDGAR\)](#)

[Grant Accountability and Transparency Act \(GATA\)](#)

[Governor's Guidelines- WIOA](#)

[Illinois Center for Specialized Professional Support \(ICSPPS\)](#)

[Office of Community College Research and Leadership \(OCCRL\)](#)

C. SUMMARY OF PERKINS V FEDERAL USES OF FUNDS

REQUIREMENTS FOR USES OF FUNDS

Section 135b of [Perkins V](#)

Under Perkins V there are six required uses of funds. Permissive uses of funds are no longer separated, but rather are included within each respective required use. Permissive uses are italicized below.

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include [the following]:
 - (A) *introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;*
 - (B) *readily available career and labor market information, including information on—*
 - (i) *occupational supply and demand;*
 - (ii) *educational requirements;*
 - (iii) *other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and*
 - (iv) *employment sectors;*
 - (C) *programs and activities related to the development of student graduation and career plans;*
 - (D) *career guidance and academic counselors that provide information on postsecondary education and career options;*
 - (E) *any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or*
 - (F) *providing students with strong experience in, and comprehensive understanding of, all aspects of an industry.*
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include [the following]:
 - (A) *professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;*
 - (B) *professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));*
 - (C) *providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;*

<p><i>(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;</i></p> <p><i>(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;</i></p> <p><i>(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;</i></p> <p><i>(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;</i></p> <p><i>(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or</i></p> <p><i>(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.</i></p>	<p>3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.</p>
<p>4. Support integration of academic skills into career and technical education programs and programs of study to support [the following]:</p> <p><i>(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and</i></p> <p><i>(B) CTE participants at the postsecondary level in achieving academic skills.</i></p>	<p>5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include [the following]:</p> <p><i>(A) a curriculum aligned with the requirements for a program of study;</i></p> <p><i>(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C.</i></p>

3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

<p><i>(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;</i></p> <p><i>(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;</i></p> <p><i>(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or</i></p> <p><i>(T) other activities to improve career and technical education programs.</i></p>
<p>6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).</p>