



POSTSECONDARY PERKINS ADMINISTRATOR COHORT MEETING FY2024 GUIDELINES



**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students

TODAY'S AGENDA

Welcome and Introductions

Overview of FY2024 Perkins Application Components

AmpliFund Presentation

Break

Data Collection Discussion

Lunch (Upcoming Professional Development and Resources)

Data Analysis for FY2024 Perkins

Break

Peer-led Roundtables

Wrap up and Adjournment

WELCOME AND INTRODUCTIONS

Natasha Allan

Senior Director for CTE

natasha.allan@illinois.gov

(217) 785-0139

Janelle Washington

Director for CTE

janelle.washington@illinois.gov

(217) 785-0068

Ann Storey

Associate Director for CTE

ann.l.storey@illinois.gov

(217) 558-4635

Deja Lockett

Associate Director for CTE

deja.lockett@illinois.gov

(217) 785-0028

Dana Wynn

Associate Director for CTE

dana.wynn@illinois.gov

(618) 583-2403

Ahja Howard

Research Analyst

ahja.howard@illinois.gov

(217) 558-4929



SUBMITTING YOUR LOCAL APPLICATION MATERIALS

FY2024

WHAT NEEDS TO BE SUBMITTED THIS YEAR?

- ✓ Application Cover Page
- ✓ Performance Data Analysis
- ✓ Performance Improvement Plan (if applicable)
- ✓ Programs of Study Narrative
- ✓ Programs of Study Inventory (if applicable)
- ✓ Programs of Study Submission Tracker (if applicable)
- ✓ Annual Work Plan
- ✓ Uniform Budget
- ✓ Acknowledgement of Grant Processes

You are not required to submit an Application Narrative; however, if you wish to make minimal changes to your long-term goals or annual objectives, please submit a supplemental document to ICCB.cte@illinois.gov.

WHAT ARE “THE GUIDELINES”



THE ANNUAL GUIDELINES DOCUMENT IS MEANT TO ASSIST YOU IN COMPLETING THE LOCAL APPLICATION.



EACH SECTION OF THE GUIDELINES PROVIDES MORE DETAILED INFORMATION ON THE REQUIRED COMPONENTS OF THE APPLICATION THAN WHAT IS PROVIDED IN THIS PRESENTATION.



BUDGET FAQ, PROGRAMMATIC MONITORING, AND REPORTING INFORMATION CAN BE FOUND IN THE GUIDELINES, AS WELL.



[FY2024 POSTSECONDARY PERKINS GUIDELINES](#)

APPLICATION SUBMISSION

Wednesday, 03/15/2023:
Application opens in the
AmpliFund system

**Friday, 05/12/2023, 11:30
p.m.:** Application closes in the
AmpliFund system

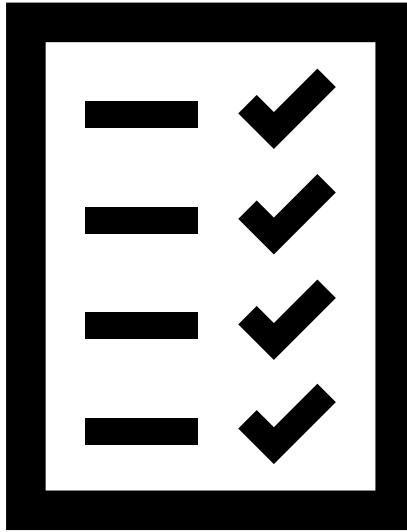
The AmpliFund system will not
accept late submissions;
therefore, colleges are unable
to request an extension.

INTERNAL CONTROLS QUESTIONNAIRE AND PROGRAMMATIC RISK ASSESSMENT

To be eligible to receive funds, the Internal Control Questionnaire (ICQ) and the Programmatic Risk Assessment (PRA) must be completed by **May 30, 2023**.

The ICQ available on the [GATA portal for grantees](#). The ICQ is a college-wide assessment that affects all grants your institution receives from the ICCB and is typically completed by someone in your college's fiscal office.

The CTE/Perkins PRA is program-specific and is typically completed by the college's Perkins Administrator. FY2024 Perkins PRA:
<https://form.jotform.com/81304731691151>.



FISCAL YEAR 2024 LOCAL APPLICATION

Perkins V

APPLICATION COVER PAGE

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

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

■ **Number of students served**

- Total number served through Perkins dollars in fiscal year 2023.
- Note: Estimated and duplicated counts are acceptable but please note which you are using.

■ **Allocations**

- Develop your application using your allocation amounts from fiscal year 2023.

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

APPLICATION COVER PAGE

Application Cover Page

Community College Name: *

Upcoming Fiscal Year: *

Number of students served in previous fiscal year: *

Upcoming Fiscal Year allocation *

Primary Perkins Contact

This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.

Name *

Title *

Telephone *

Email address *

Secondary Perkins Contact

PERFORMANCE DATA ANALYSIS

Utilizing the Perkins Data Dashboard, conduct a data analysis at your institution.

Disaggregate data by:

- student populations

- special populations

- each core indicator (1P1, 2P, 3P1) according to CTE programs, program of study, or Career Cluster.



PERFORMANCE DATA ANALYSIS

The following table shows each of the three core indicators of performance, as well as the state-determined levels of performance (SDLPs) for fiscal years 2021, 2022, 2023, and 2024.

After performing your Data Analysis, briefly describe existing gaps or disparities in performance for each subpopulation.

NOTE: Only complete the “ALP” and “+/-” columns under Fiscal Year 2022 Data. Do not complete the columns under FY2023 and FY2024. You are looking at PAST data from FY22 for the FY2024 Application. Please feel free to also enter last year’s number under the Fiscal Year 2021 column to compare performance between the two fiscal years.

PERFORMANCE DATA ANALYSIS

PERFORMANCE DATA

1. Conduct a data analysis at your institution. Perkins V requires colleges to disaggregate data by student populations, including special populations, and each core indicator according to CTE programs, programs of study, or Career Cluster. The table below shows each of the three core indicators of performance, as well as the state-determined levels of performance (SDLPs) for fiscal years 2021, 2022, 2023, and 2024. [SDLP: State Determined Level of Performance; ALP: Actual Level of Performance; +/-: Difference of the two].
2. **For FY2024, you must complete the “Fiscal Year 2022 Data” column, using data provided in the ICCB Postsecondary Perkins V Online Data System (PODS) 2.0.**
3. **Do not forget to provide answers for questions 4., a., b., and c., below.**

PERFORMANCE DATA ANALYSIS												
Performance Indicator	Fiscal Year 2021 Data (Fiscal Year 2023 Application)			Fiscal Year 2022 Data (Fiscal Year 2024 Application)			Fiscal Year 2023 Data (Fiscal Year 2025 Application)			Fiscal Year 2024 Data (Fiscal Year 2026 Application)		
	SDLP	ALP	+/-	SDLP	ALP	+/-	SDLP	ALP	+/-	SDLP	ALP	+/-
IPI: Postsecondary Retention and Placement	69.00%			69.40%			69.80%			70.40%		
2PI: Earned Recognized Postsecondary Credential	70.10%			70.50%			70.90%			71.30%		
3PI: Nontraditional Program Enrollment	09.60%			09.80%			09.90%			10.10%		

4. What gaps or disparities did your Data Analysis identify?
 - a. Do these gaps in performance correlate with the equity gaps uncovered throughout the Comprehensive Local Needs Assessment (CLNA) process last year? Please elaborate.

PERFORMANCE IMPROVEMENT PLAN

- **PERFORMANCE INDICATOR**- Address **each** of the underperforming Performance Indicators. If you do not have any underperforming Performance indicators, you do not need not need to complete the PIP.
- **ACTIVITIES**- Include a minimum of one improvement activity for each performance indicator.
 - Identify the subpopulation(s) you will be targeting for each performance indicator.
 - Target demographics and special populations that are negatively impacting overall performance in a given area.
 - **Must include all activities within the Annual Work Plan.**
- **RESOURCES**- Specify the amount of Perkins resources that will be expended on the activity.
- **EXPECTED OUTCOME**- Include one expected outcome for each **activity**, not each indicator. This is different than past years.
 - Must be measurable
 - Must reflect change in the deficient measure

PERFORMANCE IMPROVEMENT PLAN

PERFORMANCE IMPROVEMENT PLAN			
Fiscal Year:			
<p>Instructions: After reviewing the relevant data, use the matrix below to describe how the college will increase performance for each area. Activities should be measurable, limited in number, and target the particular special populations who are performing below the SDLP and the college's aggregate student performance. Identify the special populations and other subpopulations, if applicable, you are targeting for each activity.</p>			
PERFORMANCE INDICATOR	ACTIVITIES	PERKINS RESOURCES	OUTCOMES
	1		
	2		
	1		
	2		
	1		
	2		
	1		
	2		
	1		
	2		
TOTAL PROPOSED EXPENDITURES		\$	

ANNUAL WORK PLAN

The annual work plan follows the format of the Application Narrative portion of your local application and should be used to develop the activities that will inform your annual objectives and long-term goals that were developed for FY2021.

Complete each portion of the template. For each question, you must develop at least one activity and provide answers for all the subsequent questions. The intent of this work plan is to assist you in developing meaningful activities that will realistically enable you to achieve your annual objectives and long-term goals. At the beginning of each section, there is room to include your objectives and goals. Note that you may add more rows for additional activities.

NOTE: Do not fill out the quarterly reporting sections...these are for quarterly reporting.

ANNUAL WORK PLAN TEMPLATE

FISCAL YEAR 2024 ANNUAL WORK PLAN AND REPORTING TEMPLATE

WORK-BASED LEARNING		
Annual Objectives <i>(From the 4-Year Local Application Narrative)</i>		
FY2024:		
Questions: <i>1. Provide a description of the work-based learning opportunities that the college will offer CTE students.</i>		
Activity 1 Description		Estimated Perkins Resources: \$
How will this activity ensure the attainment of each objective?		
How will this activity contribute to the college's long term CTE goals?		
Was this activity outlined in your Performance Improvement Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> 1P1 <input type="checkbox"/> 2P1 <input type="checkbox"/> 3P1 <input type="checkbox"/> No	
How do you plan to determine the effectiveness of this activity?		

ACKNOWLEDGMENT OF GRANT PROCESSES

Agreement between the ICCB and the college that the Perkins Administrator has read and understood the following grant deadlines and procedures:

- Reporting
- Budget Modifications
- Expenditures, Payment Requests, and Funding Deadlines
- Supplanting

Each box on the form must be checked as acknowledged and understood.

Perkins Administrator must complete the Signatory Certification

- Acknowledges responsibility for communicating all grant requirements and expectations to other staff and administrators at the institution.
- Certifies that the deadlines, requirements, and procedures have been read, acknowledged and understood by the Perkins Administrator.

ACKNOWLEDGMENT OF GRANT PROCESSES

FY2024 POSTSECONDARY PERKINS LOCAL APPLICATION ACKNOWLEDGEMENT OF GRANT PROCESSES

This document is intended to serve as an agreement between the ICCB and community college Perkins Administrators that the following grant deadlines and procedures have been acknowledged and understood. Upon signing this document, Perkins Administrators are expected to follow all outlined guidelines.

Instructions: Read all guidelines carefully. Check each box after you have acknowledged and understood the specific guideline. At the end of the document you are required to provide your signature. If there are specific guidelines or acknowledgements that you do not understand, please consult with your ICCB Perkins liaison.

REPORTING

- ✓ Pursuant to the Education Department General Administrative Regulations (EDGAR), Postsecondary Perkins grant recipients are required to submit quarterly reports. Quarterly reports will be due 30 days after the end of each quarter and should be submitted in AmpliFund. I acknowledge that I am responsible for collecting all pertinent information and collaborating with other fiscal and programmatic staff in order to fully complete and submit all required reports.

Acknowledged and understood

- ✓ 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.

Acknowledged and understood

PROGRAMS OF STUDY NARRATIVE

1. Provide a description of your fiscal year 2024 program of study focus that you plan to submit to the ICCB for approval.
 - a. Address all six requirements of a program of study, identifying what currently exists and what needs to be created or implemented.
 - b. How did your CLNA inform the selection of your program of study selected to be funded and how it aligns to the local/regional labor market?
 - c. Provide specific information regarding how the program(s) will fit into a career pathway.
 - d. Include if the program of study includes an industry recognized credential
 - e. Provide a list of any programs of study that will be submitted this fiscal year to the ICCB for approval; this process will utilize the Programs of Study Approval Form.

2. Provide a list of any programs of study that will be submitted this fiscal year to the ICCB for approval.

PROGRAMS OF STUDY INVENTORY

The POS Inventory should only be completed for POS developed to date and that have received ICCB approval at the time of Application submission. Do not include POS that are currently awaiting approval or POS that will be submitted after the Application.

How to complete the Programs of Study Inventory:

- Title of the POS
- List of all partner high schools
- Does it meet the minimum expectations and quality standards? (POS Expectations Tool)
- Provide an update on the progress/changes that have occurred since the POS was submitted for approval
- How does the POS fit into a career pathway?

PROGRAMS OF STUDY INVENTORY

FISCAL YEAR 2024 POSTSECONDARY PERKINS LOCAL APPLICATION PROGRAMS OF STUDY

PROGRAMS OF STUDY INVENTORY				
All programs of study listed in this document must have been approved by the ICCB through the Programs of Study Approval Process.				
FISCAL YEAR				
PROGRAMS OF STUDY DEVELOPED TO DATE				
PROGRAM OF STUDY TITLE <i>(Add additional rows as necessary)</i>	PARTNER HIGH SCHOOL(S)	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	NARRATIVE 1) Provide an update on the progress related to each program of study since it was approved by ICCB. 2) Include how the program of study fits into a career pathway.
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

PROGRAMS OF STUDY SUBMISSION TRACKER

For programs of study that have been submitted to ICCB but have not yet been approved by ICCB, please use the Programs of Study Submission Tracker to keep track of submissions and revisions.

PROGRAMS OF STUDY SUBMISSION TRACKER

PROGRAMS OF STUDY SUBMISSION TRACKER						
PROGRAM OF STUDY TITLE <i>(Add additional rows as necessary)</i>	DATE SUBMITTED TO ICCB	DATE RETURNED FROM ICCB FOR REVISIONS	HAS THE COLLEGE COMPLETED AND RETURNED REQUIRED REVISIONS TO ICCB?	DATE REVISIONS SUBMITTED TO ICCB	HAS THE PROGRAM OF STUDY BEEN APPROVED BY ICCB?	DATE APPROVED BY ICCB
			<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	

PROGRAM OF STUDY APPROVAL REMINDER+ UPDATE

Why?: 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.

What needs to be submitted:

- Completed POS Approval Form
- Supporting Evidence

We are continuing to work through all previously submitted applications

- We have received about 421 program of study applications! About 240 applications have been approved.
- Continue to let us know if an application needs to be prioritized.
- Please be sure to submit required revisions.

UNIFORM BUDGET

Contains 10 Expenditure Account Categories

- Personnel (200.430)
- Fringe Benefits (200.431)
- Travel (200.474)
- Equipment (200.33/ 200.439)
- Supplies (200.94)
- Contractual Services (200.318)
- Consultant/Professional Services (200.459)
- Training and Education (200.472)
- Other
- General Administration – may not exceed 5% of the total Federal allocation per Perkins Section 135(d).

Cross-check the budget with the Annual Work Plan.

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

AMPLIFUND BUDGET

- A completed Uniform Budget spreadsheet must be uploaded into AmpliFund and the application budget must be entered into AmpliFund.
- Use the information in the "Section A" and "Section A - Indirect" tabs of the completed FY2024 Postsecondary Perkins Uniform Budget to complete the budget in AmpliFund.
- Enter the estimated expenditures from the Section A tab of the Uniform Budget into the corresponding expenditure categories in AmpliFund.

AMPLIFUND BUDGET

- The following expenditure categories are allowable: Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual Services, Consultant Services, Training and Education, Other, and Indirect Cost (General Administration – may not exceed 5% of the total Federal allocation per Perkins Section 135(d)).
- DO NOT enter expenses in the Construction, Occupancy (Rent and Utilities), Research and Development, Telecommunications, or Direct Administrative Costs categories in the application budget in AmpliFund. These categories are not applicable to the Federal Postsecondary grant.

AmpliFund

The logo graphic consists of four horizontal, rounded rectangular bars of varying lengths, stacked vertically and slightly offset to the right, creating a sense of motion or a signal. The bars are colored in a gradient from light green at the top to a darker green at the bottom.

PRESENTATION

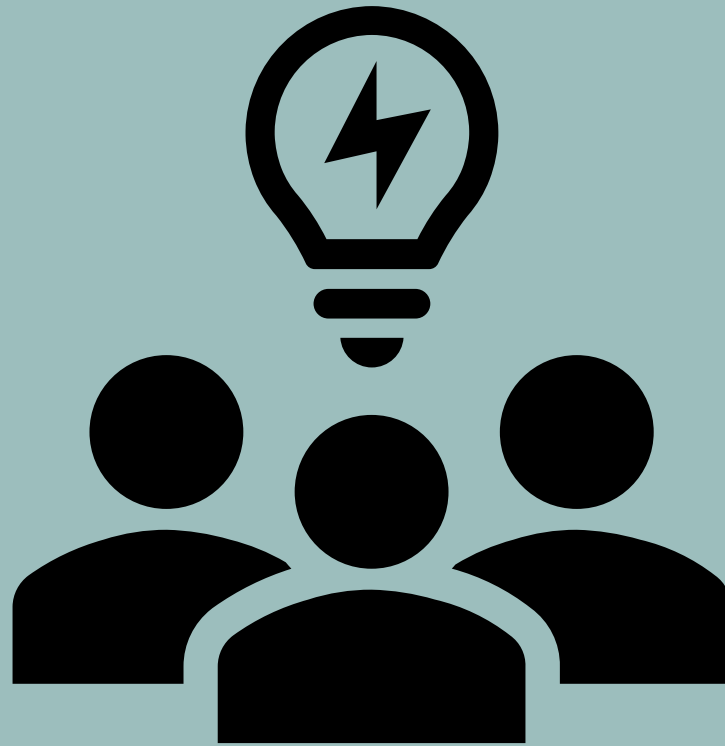
FY2024

QUESTIONS?



BREAK TIME!





DATA COLLECTION DISCUSSION!

Special Populations

1. HOW DO YOU USE
THE DATA CAPTURED
FOR SPECIAL
POPULATIONS IN
YOUR ROLE?

2. HOW ARE YOU ABLE
TO DETERMINE
WHETHER DATA IS
COLLECTED FOR ALL
SPECIAL POPULATIONS
AT YOUR COLLEGE AND
REPORTED TO ICCB?

**3. WHAT ARE THE
CHALLENGES AT YOUR
COLLEGE RELATED TO
COLLECTING DATA
FOR ALL SPECIAL
POPULATIONS?**

4. WHAT SOLUTIONS
HAVE BEEN
IMPLEMENTED AT YOUR
COLLEGE TO ENSURE
DATA IS COLLECTED
FOR ALL SPECIAL
POPULATIONS?

LUNCH & SPRING
PROFESSIONAL DEVELOPMENT
& RESOURCES



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

**FY 2023 Upcoming Spring
Professional Development**

Aime'e Julian, Ph.D. Director

Brittany Boston,
Associate Director for Equity &
Outreach

founded in 1977 at Illinois State University

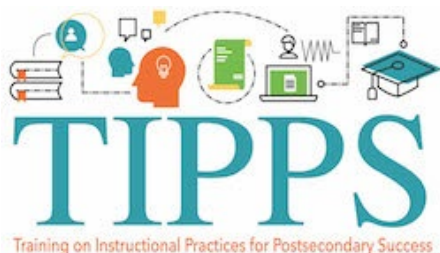
creates, supports, and delivers professional development for career, technical and adult education, and workforce professionals across Illinois

provides technical assistance, develops publications, and facilitates program improvement strategies for our partners

focuses on equity, access, transition, recruitment, retention, and completion—encouraging achievement of special populations learners

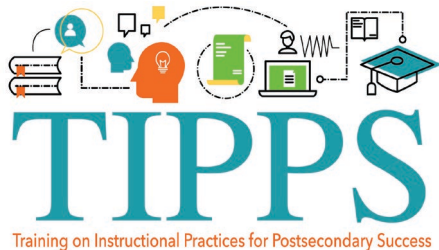
Illinois Center for Specialized Professional Support

Training on Instructional Practices for Postsecondary Success (TIPPS)



- series of professional learning modules designed for postsecondary instructors in career and technical education
- provides an overview of evidence-based practices that strengthen teaching and learning
- ultimate goal of TIPPS is to lead to a better-prepared workforce

FY23 Spring TIPPS Cohort



An **April 25** in-person session will set the stage, focusing on the student experience to create optimal learning conditions. You'll also hear about how former participants have used TIPPS.

Then, three weekly virtual meetings on "TIPPS Tuesdays" will cover the following topics:

May 2: Design an accessible curriculum that embraces learner variability.

May 8: Apply engaging instructional practices to ensure rigor and relevance.

May 15: Use a balanced assessment and feedback system to inform teaching and learning.

Learn more about TIPPS and register for the spring cohort [here](#).



AutismMcLean

Community | Connections | Support



AUTISM TRAINING AND TECHNICAL
ASSISTANCE PROJECT



Supporting the Spectrum: A+, ATTA, and Autism McLean

- Wednesday, April 26th – 9:00 AM – 3:15 PM – Hybrid
- Heartland Community College, Normal
- Registration info coming soon!

Day-long conference designed for the secondary and postsecondary system as well as parents on strategies for supporting students on the spectrum through education and employment.

Autism Training and Technical Assistance Webinars

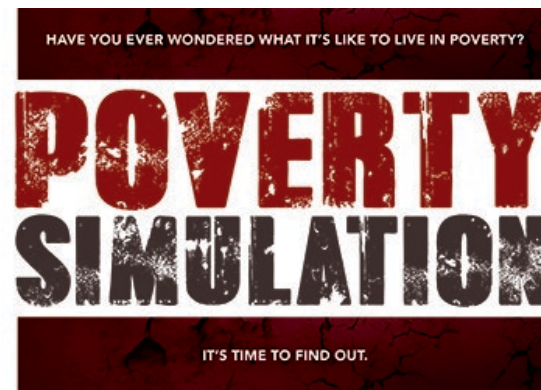
- April 11, 2023 - Neurodiversity in the Workforce Panel
- May 9, 2023 – Partnering for Transition
- June 13, 2023 – Parents Supports – letting go.
- July 12, 2023 - Sexuality and the Spectrum: Lessons on Sex, Dating, and Love, Autism Style



For more information, visit autismcollegeandcareer.com

Poverty Simulation

- Wednesday, May 10th – 10 AM – 2:30 PM
- McLean County YWCA – Bloomington
- facilitated two-hour immersive experience designed to create awareness among participants of life at the bottom rung of the economic ladder
- Registration closes on April 10th
- [Register here](#)





WIOA Summit: We are One Workforce

- May 11th and 12th – Hybrid
- Embassy Suites Hotel and Conference Center – East Peoria
- Hybrid Conference with in-person and virtual attendee options
- [Register here](#)

The WIOA Summit is intentionally designed to assist our local core partner staff and board members by providing practical service and system integration guidance. The WIOA Professional Development Committee represents the Illinois Department of Commerce and Economic Opportunity, the Illinois Department of Employment Securities, the Illinois Community College Board, and the Illinois Department of Human Services.

Civil Rights Review: Facilities Training

- Wednesday, May 24th – 10 AM – 3 PM
- Heartland Community College – Normal
- [Register here](#)

The Civil Rights Review process is part of the ICCB's proactive effort to help colleges increase the accessibility of their campuses and programs and promote an atmosphere of diversity and inclusion.

This training session focuses on the facilities inspection component of the civil rights review process. It will include discussions of the background on the civil rights review process and what to expect during an onsite review, how to prepare for an onsite review, how to interpret the applicability of different accessibility standards and engaging case studies related to facilities accessibility.



CIVIL RIGHTS 
FOR POSTSECONDARY EDUCATION

WEI Symposium

- Thursday, June 8th – 9:30 AM – 3:15 PM
- Opening reception held on June 7th from 4:30 – 6:30 PM
- Embassy Suites Hotel and Conference Center – East Peoria
- Register [here](#)

Join Illinois Community College Board (ICCB), Lumina Foundation, and representatives from 18 Illinois Community Colleges as they share information on their innovative practices to advance workforce equity in Illinois.



HOUSE Summit

Housing and Opportunities that are Useful for Students' Excellence

- Thursday, June 29th – 9:00 AM – 3:00 PM
- ISU: Alumni Center, Normal
- Registration info coming soon!

HOUSE Liaison Support Webinars

- Tuesday, April 11th – 1:00 PM – 2:30 PM
- Thursday, April 27th – 10:00 AM – 11:30 AM
- Tuesday, May 9th – 1:00 PM – 2:30 PM
- Wednesday, May 31st – 1:00 PM – 2:30 PM

Forum for Excellence: CTAE Stronger Together

We invite you to submit a presentation proposal for the 2023 Forum for Excellence.



- September 21-22, 2023 - Hybrid
- Embassy Suites Hotel and Conference Center – East Peoria
- Topic areas include:
 - data and accountability, partner development/service integration, equity and application of DEIAB, apprenticeships and pre-apprenticeships, competency-based education models and success, outreach, ICAPS program highlights, and implementing mental health support for students and staff.

- [Request for Presentation](#)
- [Request for Exhibitor](#)

The deadline to submit a presentation proposal is April 21, 2023.

DATA ANALYSIS FOR FY2024 PERKINS

ICCB, Research and
Analytics



PEER-LED ROUNDTABLES

Please find the table number that corresponds with your topic preference to engage in discussion with peers each round.

1. Removing the stigma from CTE
2. Marketing programs of study
3. Increasing equitable access to CTE
4. Understanding implicate bias and its impact on career advisement and decision making
5. Strengthening and expanding the diversity of the CTE educator and leadership pipeline
6. Delivering CTE virtually
7. Innovative work-based learning experiences
8. Preparing to complete the Comprehensive Local Needs Assessment (CLNA) for fiscal year 2025
9. Leveraging additional funding to support CTE
10. CTE teacher recruitment and retention

BREAK TIME!



PEER-LED ROUNDTABLES

Please find the table number that corresponds with your topic preference to engage in discussion with peers each round.

1. Removing the stigma from CTE
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RESOURCES FOR COMPLETING THE APPLICATION

- [Guidelines](#)
- [FY2024 Programmatic Risk Assessment](#)
- Data Dashboard: <http://www2.iccb.org/pods2/>
 - [Username](#): ICCBPerkinsV
 - [Password](#): perkvbeta_202104#
- AmpliFund helpdesk email: support@il-amplifund.Zendesk.com
- AmpliFund Support Website: <https://il-amplifund.zendesk.com/>
- [AmpliFund presentation on submitting Application](#)
- [POS Models and Guides](#)