

SRAVTE Board of Control Meeting  
Virtually

Tuesday, January 26<sup>th</sup>, 2021

Room 327 at LPHS or

Join Zoom Meeting

<https://us04web.zoom.us/j/73548590194?pwd=TGc1ZEIwY0F1QVpsRmxrcnIXRGJRZz09>

Meeting ID: 735 4859 0194

Passcode: 4mF2Tb

9:30 a.m.

AGENDA

1. Roll Call
2. Consent Agenda
  - a. Approval of December 15<sup>th</sup>, 2020 meeting minutes.
  - b. Review of January 2021 Bills and Approval to pay  
A bill list for the month of January will be available in the Board of Control packet for the January 26<sup>th</sup>, 2021 meeting.

ACTION NEEDED: The Board should review, question as needed, and approve the January Bills and the December meeting minutes.

3. Reports
  - a. Directors Report (attached)
  - b. Perkins Coordinators Report (Attached)
  - c. Single Parent Coordinators Report (Attached)
4. Information and Discussion Items
  - a. Update on Career Guide booklet: <http://www.flipcareerguide.com/books/yimo>
  - b. Information to share with counselors: [Study: Construction apprenticeships lead to higher average pay than college degrees in Illinois | Construction Dive](#)
  - c. Formsite Grant Ordering process demonstration
    - 1 Data Collection form:  
<https://fs24.formsite.com/shimba/4bsiaqbxow/index.html>
    - 2 Requisition spreadsheet
  - d. Acceptable uses of funds
  - e. Posting of CLNA and Regional Plan and Final Report.
    - 1 How to direct your stakeholders to it?

5. Action Items

Additional business items may be added at this point in the agenda.

7. Next Meeting Date—March 9<sup>th</sup>, 2021

8. Adjournment

## **Directors Report:**

SRAVTE which is situated in region 2 for EFE alignment will be receiving a new principal consultant. The Region 2 consultant Whitney Mehaffey has moved into another division at the ISBE. As of now, a permanent replacement has not been named. The EFE directors have met and discussed the continuing turnover in the CTE division of the ISBE, as it is of concern. Whitney will be deeply missed. She was a workhorse, and a straight shooter.

The EFE office has received its first CTEI payment. This was close to \$450,000 or almost 2/3 of our annual allotment. This has provided much needed breathing room and opened up doors for reimbursement and purchasing.

Amongst EFE Directors, and ACC directors as well, there is much talk about the proposed rule changes in Part 254, and the new Part 256. Of particular interest, is the proposed rule change allowing schools that receive over \$15000 to leave the EFE. The main arguments against this is the inequity it creates with only smaller schools left and the ability to fund the services that are both required and needed.

Work on the regional Program of Study guide is finished and off to print. Links to the electronic copy will be distributed, along with the hard copies in a short period of time. A link to the copy is provided in the agenda.

The ISBE will be publishing a Work Based Learning Handbook (WBL) soon. Look for it to come out and use it to provide guidance for your WBL programs and future implementations.

## **Jeanette Maurice – Work-Based Learning/Perkins Coordinator**

Took part in a ZOOM meeting regarding a virtual Career Expo in March/April with IVCC

Entered 5 OSHA certifications for CAD students attending the ACC

Entered Serv Safe Certifications for 9 Culinary students

13 Career Videos have been uploaded to the SRAVTE website

There is a STEM lesson plan that accompanies one of the videos that will be sent out to teachers.

Completed DCFS Training

## **Single Parent Coordinator**

Total participants 63

January-March

- Health & Wealth coaching: All things financial health, mind and body wellness
- Latino student outreach: Apprenticeship opportunities
- Serving as VIA (Valley Immigrant Advocate) board member
- SRAVTE logo idea
- Hispanic Council logo



Monthly:

- Zoom sessions/recordings
- In person meetings by appointments
- Collaborations/Networking
- Hispanic Council meetings
- VIA meeting

**SRAVTE BOARD OF CONTROL MINUTES  
TUESDAY, DECEMBER 15, 2020  
VIRTUALLY VIA ZOOM**

**MEMBERS PRESENT:** Mr. Brad Kenser, Depue; Mr. Jesse Brandt, Hall; Mr. Jay McCracken, LaMoille; Dr. Steve Wroblewski, LP; Mr. Jeff Prusator, Mendota; Mr. Kirk Haring, Princeton; Mr. Carl Carlson, Putnam County; Dr. Jim Carlson, Seneca; Dr. Matt Seaton, Streator.

**ALSO PRESENT:** Mr. Dwayne Mentgen, Director; Mrs. Chris Wilke, Board of Control Secretary; Ms. Aurora Medina, Single Parent Coordinator; Mrs. Jeanette Maurice, Perkins/POS Coordinator; Dan Stecken, Seneca; Brent Ziegler, Lamoille

**ROLL CALL:** Mr. Carlson asked Mrs. Wilke to take roll call. It was determined that there was a quorum present to conduct business at 9:33 a.m.

**CONSENT AGENDA:** Dr. Wroblewski made the motion to approve the October Meeting Minutes and the November Bills. Dr. Carlson seconded the motion. A roll call vote was taken and the motion carried with all members present voting aye.

Mr. Brandt made the motion to approve the payment of the December Bills. Mr. Kenser seconded the motion. A roll call vote was taken and the motion carried with all members present voting aye.

**REPORTS:** Mr. Mentgen attended System Director Leadership Meetings in November and December via Go To Meeting.

Required forms for GATA compliance have been submitted to ISBE.

Second Quarter counselor/admin meeting was held with representatives from member schools.

SRAVTE office has begun meetings with IVCC to discuss the annual Career Expo. This year's expo will be held virtually with a focus on the use of mathematics in occupations.

Mrs. Maurice presented the Perkins Coordinator report.

Ms. Medina presented the Single Parent Coordinator report.

**INFORMATION ITEMS:** Mr. Mentgen told the superintendents that they can now make public comments to the ISBE proposed CTE rule changes.

A link was provided to view the progress on the Career Guide Booklet. The Booklet will be finished shortly and ready for distribution.

A System Directors Meeting was held for ISBE to answer the Directors questions on the College and Career Readiness Initiative.

Discussion held on SRAVTE IGA presentation to member school boards. It was decided to hold off on presenting the IGA to the member school boards until more changes were finalized.

**Board of Control Minutes**

**December 15, 2020**

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**ACTION ITEMS:** Dr. Wrobleski made the motion to approve the 2020-2021 employment contract for A. Medina. Mr. Brandt seconded the motion. A roll call vote was taken with all members present voting aye.

Mr. Haring made the motion to approve the 2020-2021 employment contract for J. Maurice. Mr. McCracken seconded the motion. A roll call vote was taken with all members present voting aye.

**OTHER BUSINESS:** The next Board of Control meeting will be held on January 26, 2021.

As there was no further business, Mr. Haring moved and Dr. Wrobleski seconded the motion for adjournment at 10:03 a.m. Motion carried.

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President Board of Control

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Secretary

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Date

# Starved Rock Associates For Voc & Tech Education

January 2021 Bill List

Fiscal Year: 2020-2021

## CARDMEMBER SERVICE

Check#	PO Number	Line Description	Part Number	Amount
Education Fund				
16093	273	CREATIVE ENGINEERING WORKSHOP - A. WIERC		\$249.00
16093	273	GAS GIFT CARD - BECKS		\$200.00
16093	273	GIFT CARD - ALDI		\$350.00
16093	273	MARKERS, CLR PENCILS - DOLLAR GENERAL		\$51.00

Total for 16093

Total for **CARDMEMBER SERVICE**

\$850.00  
**\$850.00**

## DELL MARKETING L.P.

Check#	PO Number	Line Description	Part Number	Amount
Education Fund				
16094	192	DELL LATITUDE 5410		\$569.99

Total for **DELL MARKETING L.P.**

**\$569.99**

## DEPUE C.U.S.D. #103

Check#	PO Number	Line Description	Part Number	Amount
Education Fund				
16095	257	CARL PERKINS INSTRUCTOR AIDE		\$6,956.00

Total for **DEPUE C.U.S.D. #103**

**\$6,956.00**

## ILLINOIS MUNICIPAL RETIREMENT SYSTEM

Check#	PO Number	Line Description	Part Number	Amount
Education Fund				
EFT	274	IMRF EMPLOYEE PORTION - MEDINA		\$133.50
EFT	274	IMRF EMPLOYEE PORTION - WILKE		\$104.22
EFT	274	IMRF EMPLOYER PORTION - MEDINA		\$348.28
EFT	274	IMRF EMPLOYER PORTION - WILKE		\$271.87

Total for 0

Total for **ILLINOIS MUNICIPAL RETIREMENT SYSTEM**

\$857.87  
**\$857.87**

## INCCRRA

Check#	PO Number	Line Description	Part Number	Amount
Education Fund				

# Starved Rock Associates For Voc & Tech Education

January 2021 Bill List

Fiscal Year: 2020-2021

INCCRRA		Line Description	Part Number	Amount
Check# 16096	PO Number 275	ECE LEVEL 1 STUDENT MANUAL		\$55.00
Total for INCCRRA				\$55.00
LASALLE-PERU AREA CAREER CENTER				
Check# 16097	PO Number 261	Line Description CARL PERKINS INSTRUCTOR AIDE	Part Number	Amount
Total for LASALLE-PERU AREA CAREER CENTER				\$9,383.00
LASALLE-PERU TWP. HIGH DIST 120				
Check# 16098	PO Number 263	Line Description CARL PERKINS INSTRUCTOR AIDE	Part Number	Amount
Total for LASALLE-PERU TWP. HIGH DIST 120				\$11,388.52
MENDOTA TWP HIGH SCHOOL DIST 280				
Check# 16099	PO Number 255	Line Description CARL PERKINS INSTRUCTOR AIDE	Part Number	Amount
Total for MENDOTA TWP HIGH SCHOOL DIST 280				\$7,913.45
PRINCETON HIGH SCHOOL DIST 500				
Check# 16100	PO Number 267	Line Description CARL PERKINS INSTRUCTOR AIDE	Part Number	Amount
Total for PRINCETON HIGH SCHOOL DIST 500				\$10,993.00
PUTNAM COUNTY CUSD #535				
Check# 16101	PO Number 269	Line Description CARL PERKINS INSTRUCTOR AIDE	Part Number	Amount
Total for PUTNAM COUNTY CUSD #535				\$4,295.14
SENECA TWP HIGH SCHOOL DIST 160				
Check#	PO Number	Line Description	Part Number	Amount



# Starved Rock Associates For Voc & Tech Education

January 2021 Bill List

Fiscal Year: 2020-2021

## SENECA TWP HIGH SCHOOL DIST 160

Check#	PO Number	Line Description	Part Number	Amount
16102	271	CARL PERKINS INSTRUCTOR AIDE		\$4,391.65

Total for **SENECA TWP HIGH SCHOOL DIST 160**

**\$4,391.65**

## SRAVTE IMPREST ACCOUNT

Check#	PO Number	Line Description	Part Number	Amount
16103	250	COPIER RENTAL - MARCO, IMP CK#2201		\$77.33
16103	251	COPIER RENTAL - MARCO, IMP CK#2203		\$77.33
16103	252	TELEPHONE - AT&T, IMP CK#2202		\$109.43

Total for 16103

\$264.09

Total for **SRAVTE IMPREST ACCOUNT**

**\$264.09**

## SUSAN STIKER

Check#	PO Number	Line Description	Part Number	Amount
16104	253	SERVSAFE MGR ACCESS CODE		\$277.20
16104	253	SERVSAFE MGR CERTIFICATION, 11 CT		\$118.80

Total for 16104

\$396.00

Total for **SUSAN STIKER**

**\$396.00**

## TEST OUT

Check#	PO Number	Line Description	Part Number	Amount
16105	254	TESTOUT ETHICAL HACKER PRO		\$94.00
16105	254	TESTOUT SECURITY PRO		\$94.00

Total for 16105

\$188.00

Total for **TEST OUT**

**\$188.00**

Grand Total:

\$58,501.71

End of Report



BRIEF

# Study: Construction apprenticeships lead to higher average pay than college degrees in Illinois

By Kim Slowey

Published Jan. 16, 2020

## Dive Brief:

- The Illinois Economic Policy Institute, in conjunction with the University of Illinois at Urbana–Champaign's Project for Middle Class Renewal, released the results of a study that found that those enrolled in joint labor-management registered apprenticeships experience comparable training hours, graduation rates and pay as those who attend a four-year university in Illinois.
- Using 2018 data, the study authors found that by midcareer, those who completed a union construction apprenticeship were making an average hourly wage of \$40.40, while those who obtained a bachelor's degree were making \$35.28 per hour. Both first-year union (\$19.15 per hour) and nonunion (\$16.54) workers had a higher hourly wage than those with high school diplomas or their equivalents. The average training hours of both union and nonunion programs, 7,306 hours and 6,267 hours respectively, were more than the hours completed in public two- and four-year programs.
- Despite the potential for periods of unemployment due to the cyclical nature of the construction industry and accounting for

the gaps between when a job is over and the next one starts, a union journey worker (\$2.4 million) can expect to make about as much as someone with a bachelor's degree (\$2.5 million after student debt) during the life of their career. While the total earnings figure factors in student loans, those who "earn while they learn" through apprenticeships don't have the burden of student debt.

### **Dive Insight:**

It should be noted that Illinois is a union-heavy state, so geographic areas without a major union presence might not have access to the same labor-management joint programs and the wages in nonunion areas are often lower.

Other findings contained in the report include:

- Joint construction programs have had a 54% completion rate since 2000, comparable to a public, four-year university's rate of 61%.
- The racial makeup of graduates from joint construction programs is similar to that of public universities in Illinois.

Sometimes, apprenticeships in specific trades in Illinois can result in even higher wages. After completing a five-year apprenticeship through the International Brotherhood of Electrical Workers-NECA (National Electrical Contractors Association) Institute a journeyman wireman in Illinois makes more than \$49 per hour.

This report, although it focuses on the benefits of a union apprenticeship, reveals that a traditional four-year college degree is not the only way to the middle class. However, other employer groups like the Associated Builders and Contractors and the Associated General Contractors of America are still reporting — and have been for years — that there are not enough skilled

workers to go around and that the industry needs to step up recruitment in order to meet the demand. Whether their and other's efforts will ultimately result in more skilled workers remains to be seen.

An August survey sponsored by Autodesk and the AGC found that 80% of contractors were having a difficult time finding enough workers with the requisite skills. When asked about the next 12 months, almost 40% of contractors expected the labor market to tighten up even more.

### **Recommended Reading:**

 ILLINOIS ECONOMIC POLICY INSTITUTE

The Apprenticeship Alternative Enrollment, Completion Rates, and Earnings in Registered Apprenticeship Programs in Illinois [↗](#)

**Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)**  
**Excerpts**

**SEC. 135. LOCAL USES OF FUNDS**

(a) **GENERAL AUTHORITY.**—Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

(b) **REQUIREMENTS FOR USES OF FUNDS.**—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

***(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—***

(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—***

(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;
- (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;
- (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
- (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;
- (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;
- (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) 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;

***(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;***

***(4) support integration of academic skills into career and technical education programs and programs of study to support—***

- (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
- (B) CTE participants at the postsecondary level in achieving academic skills;

***(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—***

- (A) a curriculum aligned with the requirements for a program of study;
- (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. 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;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(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;

(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

(T) other activities to improve career and technical education programs; and

***(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).***

**(c) POOLING FUNDS.**—An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through the activities described in subsection(b)(2).

**(d) ADMINISTRATIVE COSTS.**—Each eligible recipient receiving funds under this part shall not use more than 5 percent of such funds for costs associated with the administration of activities under this section.