

SRAVTE Board of Control Meeting  
Dolan Building, 200 Ninth Street, Peru, Illinois  
Tuesday, March 10<sup>th</sup>, 2020  
9:30 a.m.

AGENDA

- 1) Roll Call
- 2) Consent Agenda
  - a) Approval of January 28<sup>th</sup>, 2020 meeting minutes
    - a. The minutes of the regular January 28<sup>th</sup>, 2020 meeting are included for review and approval.
  - b) Ratify Payment of February 2020 bills to be paid.
  - c) The bills for March 2020 will be paid by executive committee approval at end of month.

ACTION NEEDED: The board should review the information provided and approve the consent agenda items.

- 3) Reports
  - a) Directors Report (attached)
  - b) Perkins Coordinators Report (attached)
  - c) Single Parent Coordinators Report (attached)
- 4) Information and Discussion Items
  - a) CLNA: [www.isbe.net/perkins](http://www.isbe.net/perkins)
  - b) PDR—Program Data Review
  - c) LNA—Local Needs Assessment
  - d) Counselor Meetings
  - e) Special Populations
    - (1) Who are they?
    - (2) How do we identify?
    - (3) Call for targeted groups that are known
      - (a) Single Parents
      - (b) Hispanics
  - f) Directors Evaluation
  - g) Grant Fund Usage Survey
  - h) Grant Changes
  - i) Discussion of need to change May 26<sup>th</sup> meeting date
  - j) Non-Discrimination
- 5) Closed Session if deemed necessary: For the discussion of matters relating to personnel appointment, employment, compensation, discipline and /or complaint against an employee, performance, and/or dismissal of specific employees. Recommended action to take place in open session.
- 6) Action Items
  - a. Acceptance of the Directors evaluation as presented.

- b. Approval for the Director and staff to write the Perkins and CTEI grant in accordance with Board of Control directives.
- c. Approval to change May 26<sup>th</sup> meeting date to May 19<sup>th</sup>.  
Meeting to be held at location to be determined ☐.

7) Other Business

a) Other Business

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

b) Next Meeting Date—As determined by Board Approval

8) Public Comment

9) Adjournment

**A. Directors Report:**

The Director has attended and completed the necessary Special Populations workshops as prescribed by the ISBE and Federal regulations concerning Perkins V. At this meeting he will disseminate information regarding Special Populations, and seek input for additional Special Populations information sessions/needs from participating districts.

The SRAVTE office submitted an amendment to the Perkins grant on February 24<sup>th</sup>, and is awaiting its approval. It is hoped this final amendment will allow for all funds to be spent for FY20.

SRAVTE sponsored a Reading in the CTE/AG content areas workshop on March 9<sup>th</sup>. Dr. Rachel Lesinski-Roscoe, and Mr. Riley Hintszche presented.

Today, the SRAVTE Rube Goldberg competition is being held at IVCC in conjunction with La Moille's STEAAM symposium.

**B. Jeanette Maurice – Work-Based Learning and Perkins Coordinator**

Attended Perkins Needs Assessment Meeting

Delivered materials and met with new attendees for the Career Expo

Presented Career Cruising for Ladd students

Presented Career Cruising to Waltham students

The Coordinator is working with remaining schools setting up Career Cruising presentations.

Assisted Director with Perkins Needs Assessment information

Attended Edible Car Contest at IVCC

Distributed STEM kits for the STEAM conference to be held at IVCC

Organized a bus trip for Ottawa and ACC students to travel to the Cement Masons Apprenticeship School – we have a group of 40 taking part in this activity

Assisted with the Career Expo at IVCC on March 6<sup>th</sup>. 3 High Schools and 13 elementary districts were in attendance. Final count for Career Expo – 1009

### **C. Aurora Medina – Single Parent Coordinator**

Total: 92

High School: 23

HSE: 13

IVCC: 29

Community: 27

January:

DHS Child under one workshop

“Challenge Day” volunteer (L-P High School)

February:

“Today’s Choices... Tomorrow’s Reality” – LaMoille

Certified Nurse Asst. Advisory committee meeting

NIU Non-Profit Management course

IVCC Student Parent group meeting

March:

Networking opportunity

Wellness workshop

Partnership with Northbrook Choices + G.E.A.R. Up

Career Expo

“Today’s Choices... Tomorrow’s Reality” – Depue

NIU Non-Profit Management course

DHS Child under one workshop

April:

Teen Parent Conference

IVCC Student Parent group meeting

DHS Child under one workshop

Latino Student campus visit – NIU

NIU Non-Profit Management course

May:

Cinco de Mayo event

LaSalle County Resource Network meeting  
G.E.A.R. Up Expo  
NIU Non-Profit management course

Monthly activities:

- High school visits with parenting or expecting mothers.
- ROE (credit recovery program) visits with parenting or expecting mothers.
- Hispanic Council meetings
- Advisory Committee meetings
- Networking opportunities
- IVCC Student Parent meetings + Book club

**SRAVTE BOARD OF CONTROL MINUTES**  
**JANUARY 28, 2020**  
**DOLAN BUILDING – 2<sup>nd</sup> FLOOR – 9:30 A.M.**

**MEMBERS PRESENT:** Mr. Jesse Brandt, Hall; Mr. Jay McCracken, Lamoille; Dr. Steve Wroblewski, LP; Mr. Jeff Prusator, Mendota; Dr. Mike Cushing, Ottawa; Mr. Carl Carlson, Putnam County; Dr. Jim Carlson, Seneca

**ALSO PRESENT:** Mr. Dwayne Mentgen, Director; Mrs. Chris Wilke, Board of Control Secretary; Mrs. Jeanette Maurice, Perkins/Work Based Learning Coordinator

**ROLL CALL:** Mr. Carlson asked Mrs. Wilke to take roll call. It was determined that there was a quorum present to conduct business at 9:31 a.m.

**CONSENT AGENDA:** Dr. Carlson made the motion to approve the November Meeting Minutes, December Bill List, and the January Bill List. Mr. Brandt seconded the motion. A roll call vote was taken and the motion carried with all members present voting aye.

**REPORTS:** Mr. Mentgen reported to the board that SRAVTE has received four FY 20 CTEI payments from the state. Perkins funds are coming as requested. SRAVTE has paid the schools their CTEI salaries from the grant and the first two quarters of aide salaries.

SRAVTE has paid for several teachers to attend workshops and conferences.

Thank you to all our regional schools for submitting the Program of Study reviews ahead of schedule. Schools still need to complete a PDR and a LNA.

Mrs Maurice reported the next Manufacturing Expo is set for October 27, 2020. Nothing additional to add to her board report presented in the packet.

The Director, in the Single Parent Coordinator's absence, handed out a report updating the board on the Single Parent Program.

**INFORMATION ITEMS:** Presentation given and discussion held on the Comprehensive Local Needs Assessment, Program Data Review, and the Local Needs Assessment.

Director reminded the schools to turn in their requisitions for supplies and equipment using their allocated CTEI and Perkins funds.

SRAVTE will be working on an amendment to add more funds to send teachers to workshops and conferences.

**Board of Control Minutes**  
**January 28, 2020**  
**Page 2**

**ACTION ITEMS:** Mr. McCracken made the motion to approve the SRAVTE FY 19 Audit. Dr. Cushing seconded the motion. A vote was taken with all members present voting aye.

**OTHER BUSINESS:** The next Board of Control meeting will be held on March 10, 2020.

As there was no further business, Dr. Wroblewski moved and Mr. Brandt seconded the motion for adjournment at 10:04 a.m. Motion carried.

---

President Board of Control Date

---

Secretary Date

# Board Report

Group by Vendor; Order by Vendor; No Range; Show Paid;

Date: Feb, 2020;

Line	Account	Description	Vendor	Check	Amount
<b>AC SUPPLY</b>					
	10-1402-400-07	7 METRIC/LSRAV W/O FOAM, 50 PK,	AC SUPPLY	15956	209.95
	10-1402-400-07	7 8 GRAM CO2 CARTRIDGES, 100 PCS,	AC SUPPLY	15956	99.98
	10-1402-400-07	7 Purchase Order Shipping [20302]	AC SUPPLY	15956	30.99
Total for AC SUPPLY					<b>\$340.92</b>
<b>AMAZON/SYNCB</b>					
	10-1402-400-07	7 JEWELRY ADULT COLORING BOOK, 25 PG,	AMAZON/SYNCB	15946	7.95
	10-1402-400-07	7 CH STEAMPUNK COLORING BOOK,	AMAZON/SYNCB	15946	5.55
	10-1402-400-07	7 EISCO HUMAN DIGESTIVE MODEL, 2 PRT,	AMAZON/SYNCB	15946	58.58
	10-1402-400-07	7 KRAFT BROWN JUMBO PAPER ROLL,	AMAZON/SYNCB	15946	23.89
	10-1402-400-07	7 MDESIGN LAZY SUSAN TURNTABLE,	AMAZON/SYNCB	15946	143.92
	10-1402-400-07	7 WEBAKE MIN FLUTED CAKE PAN,	AMAZON/SYNCB	15946	118.93
	10-1402-400-07	7 MARKERS FINE POINT 24 SET,	AMAZON/SYNCB	15946	59.92
	10-1402-400-07	7 SLIDING GAUGE MEASUR SEWING TOOL,	AMAZON/SYNCB	15946	23.96
	10-1402-400-07	7 IRIS 6 CASE ACTIVITY CHEST,	AMAZON/SYNCB	15946	409.90
	10-1402-400-07	7 HB ELECTRIC EGG COOKER/POACHER,	AMAZON/SYNCB	15946	13.99
	10-1402-400-07	7 ASSORTED FELT FABRIC, 7 PCS,	AMAZON/SYNCB	15946	33.87
	10-1402-400-07	7 POLDER IRONING STATION,	AMAZON/SYNCB	15946	73.67
	10-1402-400-07	7 FLOUR/RICE STOR CONTR, 2 PK,	AMAZON/SYNCB	15946	76.52
	10-1402-400-07	7 APPLE CORER SLICER PEELER,	AMAZON/SYNCB	15946	59.70
	10-1402-400-07	7 AUNT EM KITCHEN FS DISH TOWELS, 13 SET,	AMAZON/SYNCB	15946	25.99
	10-1402-400-07	7 PLASTIC LAZY SUSAN TURNTABLE,	AMAZON/SYNCB	15946	95.60
	10-1402-400-07	7 EURO NATIONS UNIV MACH NEEDLES,	AMAZON/SYNCB	15946	73.95
	10-1402-400-07	7 NYLON COIL ZIPPER, 12 INCH,	AMAZON/SYNCB	15946	27.96
	10-1402-400-07	7 MUDDER PLASTIC SEWING MACH BOBBINS,	AMAZON/SYNCB	15946	27.96
	10-1402-400-07	7 SILICONE DISHWASHING GLOVES,	AMAZON/SYNCB	15946	119.92
	10-1402-400-07	7 HB 22 QT ROASTER OVEN,	AMAZON/SYNCB	15946	57.00
	10-1402-400-07	7 CHEFMADE MINI LOAF PAN SET,	AMAZON/SYNCB	15946	200.52
	10-1402-400-07	7 FRESHWARE LINERS/CUPS, 12 PK,	AMAZON/SYNCB	15946	48.42
	10-1402-400-07	7 TEDCO 4D ANATOMY BRIAN MODEL,	AMAZON/SYNCB	15946	18.62
	10-1402-400-07	7 MUFFIN MOLDS, 2 TRNGL, 6 CLR,	AMAZON/SYNCB	15946	23.97
	10-1402-400-07	7 HEALTHY LIV STORAGE CONTNR - 7 PC,	AMAZON/SYNCB	15946	10.88
	10-1402-400-07	7 CUTICATE 5 PRT DIABETES MODEL,	AMAZON/SYNCB	15946	45.99
	10-1402-400-07	7 JUVALE UTERUS OVARY MODL - FM,	AMAZON/SYNCB	15946	27.99
	10-1402-400-07	7 CITRUS SOLVENT - GALLON,	AMAZON/SYNCB	15946	139.98
	10-1401-400-02	2 HP LASERJET PRO M501DN PRINTER,	AMAZON/SYNCB	15946	499.99
	10-1401-400-02	2 APPLE IPHONE 7 128 GB UNLOCKED,	AMAZON/SYNCB	15946	1,188.36
	10-1401-400-02	2 BLAZER GT8000 BIG SHOT BUTANE TORCH,	AMAZON/SYNCB	15946	51.50
	10-1401-400-02	2 NEON 7X BUTANE GAS 300ML 6 PK,	AMAZON/SYNCB	15946	16.20

# Board Report

Page: 2

Group by Vendor; Order by Vendor; No Range; Show Paid;

Date: Feb, 2020;

Line	Account	Description	Vendor	Check	Amount
Total for AMAZON/SYNCB					\$3,811.15
AURORA MEDINA					
	10-2120-332-02	2 MILEAGE REIMB (281 MILES X .575),	AURORA MEDINA	15957	161.58
	10-3000-600-13	13 NAT HEALTH ASSOC CERTIFICATE RENEWAL FEE - A. SALINAS,	AURORA MEDINA	15957	169.00
Total for AURORA MEDINA					\$330.58
CARDMEMBER SERVICE					
	10-2120-332-02	2 NON-PROFIT HUMAN RES MNGMNT WORKSHOP REG - A. MEDINA,	CARDMEMBER SERVICE	15947	263.67
	10-3000-400-13	13 COACHING TOOLS & EXERCISES MEGAPACK,	CARDMEMBER SERVICE	15947	295.00
	10-3000-400-13	13 Purchase Order Shipping [20257]	CARDMEMBER SERVICE	15947	5.90
	10-2230-300-02	2 COMPTIA ACAD A+ CERTIFICATION,	CARDMEMBER SERVICE	15947	700.00
	10-1401-470-02	2 ACROBAT PRO 2017,	CARDMEMBER SERVICE	15947	119.99
	10-2330-332-17	17 IACTE CONF REG - D. MENTGEN,	CARDMEMBER SERVICE	15947	108.18
	10-2330-332-09	9 IACTE CONF REG - D. MENTGEN,	CARDMEMBER SERVICE	15947	116.82
Total for CARDMEMBER SERVICE					\$1,609.56
CAREERSAFE					
	10-2230-300-02	2 OSHA 10-HOUR HEALTHCARE,	CAREERSAFE	15948	125.00
	10-2230-300-02	2 OSHA 10-HOUR CONSTRUCTION INDUSTRY,	CAREERSAFE	15948	125.00
	10-1401-390-02	2 STARTSAFE.STAYS SAFE WORKPLACE TRAINING SITE LICENSE,	CAREERSAFE	15948	249.00
Total for CAREERSAFE					\$499.00
DELVIES					
	10-1401-400-02	2 FLUORESCENT ACRYLIC SHEET 1/8, 12 X 24, RED,	DELVIES	15949	20.24
	10-1401-400-02	2 FLUORESCENT ACRYLIC SHEET 1/8, 12 X 24, ORANGE,	DELVIES	15949	20.24
	10-1401-400-02	2 FLUORESCENT ACRYLIC SHEET 1/8, 12 X 24, GREEN,	DELVIES	15949	20.24
	10-1401-400-02	2 FLUORESCENT ACRYLIC SHEET 1/8, 12 X 24, FLOR YLW,	DELVIES	15949	20.24
	10-1401-400-02	2 ARISTOCRAT CLEAR POLY CAST RESIN, GAL,	DELVIES	15949	136.00
	10-1401-400-02	2 Purchase Order Shipping [20280]	DELVIES	15949	34.15
Total for DELVIES					\$251.11
DWAYNE MENTGEN					
	10-2330-332-71	71 MILEAGE REIMB (324 MILES X .575),	DWAYNE MENTGEN	15958	186.30
Total for DWAYNE MENTGEN					\$186.30
HIGHLAND WOODWORKING					
	10-1402-400-07	7 AURIU RIFFLERS 8" RAT TAIL & OVAL,	HIGHLAND WOODWORKING	15959	74.99
	10-1402-400-07	7 AURIU RIFFLERS 8" RHOMBUS & BRUSH,	HIGHLAND WOODWORKING	15959	74.99
	10-1402-400-07	7 AURIU RIFFLERS 8" THUMB & LAUREL,	HIGHLAND WOODWORKING	15959	74.99
	10-1402-400-07	7 AURIU RIFFLERS 8" FLAT V & RECTANG,	HIGHLAND WOODWORKING	15959	74.99
	10-1402-400-07	7 AURIU RIFFLERS 8" HALF RND & TRIANG,	HIGHLAND WOODWORKING	15959	74.99



# Board Report

Group by Vendor; Order by Vendor; No Range; Show Paid;

Date: Feb, 2020;

Line	Account	Description	Vendor	Check	Amount
	10-1402-400-07	7 ALUMINUM T-SLOT TRACK 36",	HIGHLAND WOODWORKING	15959	29.98
	10-1402-400-07	7 ALUMINUM T-SLOT TRACK 24",	HIGHLAND WOODWORKING	15959	19.98
	10-1402-400-07	7 TRANSTINT DYE COFFEE BRN, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 VERITAS TAPERED PLUG CUTTERS,	HIGHLAND WOODWORKING	15959	35.98
	10-1402-400-07	7 LEATHER RIFFLER ROLL,	HIGHLAND WOODWORKING	15959	25.99
	10-1402-400-07	7 TRANSTINT DYE PURPLE, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 TRANSTINT DYE BORDEAUX, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 TRANSTINT DYE BLUE, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 TRANSTINT DYE ORANGE, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 TRANSTINT DYE BRIGHT GRN, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 TRANSTINT DYE BLACK, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 TRANSTINT DYE BRIGHT RED, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 TRANSTINT DYE LEMON YLW, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 TRANSTINT DYE CORDOVAN, 2 OZ,	HIGHLAND WOODWORKING	15959	19.99
	10-1402-400-07	7 BLOXYGEN,	HIGHLAND WOODWORKING	15959	32.97
	10-1402-400-07	7 VERITAS CORNERING TOOLS,	HIGHLAND WOODWORKING	15959	39.99
	10-1402-400-07	7 LIE-NIELSEN #102 BLOCK PLANE,	HIGHLAND WOODWORKING	15959	115.00
	10-1402-400-07	7 Purchase Order Shipping [20235]	HIGHLAND WOODWORKING	15959	94.97
Total for HIGHLAND WOODWORKING					\$969.71
IDENTIFIX					
	10-1401-390-02	2 IDENTIFIX ED SUBSCRIPTION - 12 MONTHS SITE LIC,	IDENTIFIX	15950	1,068.00
Total for IDENTIFIX					\$1,068.00
ILLINOIS MUNICIPAL					
	10-2520-212-16	16 IMRF EMPLOYEE PORTION - MEDINA,	ILLINOIS MUNICIPAL	0	129.30
	10-2520-212-16	16 IMRF EMPLOYEE PORTION - WILKE,	ILLINOIS MUNICIPAL	0	100.44
	10-2210-212-02	2 IMRF EMPLOYER PORTION - WILKE,	ILLINOIS MUNICIPAL	0	17.41
	10-2120-212-02	2 IMRF EMPLOYER PORTION - MEDINA,	ILLINOIS MUNICIPAL	0	89.67
	10-2210-212-15	15 IMRF EMPLOYER PORTION - WILKE,	ILLINOIS MUNICIPAL	0	273.64
	10-2120-212-03	3 IMRF EMPLOYER PORTION - MEDINA,	ILLINOIS MUNICIPAL	0	285.00
Total for ILLINOIS MUNICIPAL					\$895.46
KLINGSPOR'S WOODWORKING					
	10-1402-400-07	7 GORILLA EPOXY SYRINGE 25 ML,	KLINGSPOR'S WOODWORKING	15951	71.40
	10-1402-400-07	7 BLENDAL STICK ASSORTMENT,	KLINGSPOR'S WOODWORKING	15951	46.95
	10-1402-400-07	7 STAY-PUT BLACK MESH ROUTER PAD,	KLINGSPOR'S WOODWORKING	15951	15.90
	10-1402-400-07	7 COUNTERSINK BIT SET #6 #8 #10 #12,	KLINGSPOR'S WOODWORKING	15951	19.98
	10-1402-400-07	7 BLADECOTE BLADE & BIT LUBRICANT,	KLINGSPOR'S WOODWORKING	15951	37.90
	10-1402-400-07	7 GLIDECOTE TABLE & TOOL SEALANT,	KLINGSPOR'S WOODWORKING	15951	37.90
	10-1402-400-07	7 LIBERON PURE BEESWAX BLOCK 200G,	KLINGSPOR'S WOODWORKING	15951	39.90
	10-1402-400-07	7 SHELLAC/SUPER BLONDE 8 OZ,	KLINGSPOR'S WOODWORKING	15951	53.90
	10-1402-400-07	7 6" X 48" ECON BELTS 150 GRIT, 10 PK,	KLINGSPOR'S WOODWORKING	15951	57.95
	10-1402-400-07	7 6" X 48" ECON BELTS 120 GRIT, 10 PK,	KLINGSPOR'S WOODWORKING	15951	57.95

# Board Report

Group by Vendor; Order by Vendor; No Range; Show Paid;

Date: Feb, 2020;

Line	Account	Description	Vendor	Check	Amount
	10-1402-400-07	7 12" CLOTH A/O 150 GRIT DISCS, 5 PK,	KLINGSPOR'S WOODWORKING	15951	59.30
	10-1402-400-07	7 12" CLOTH A/O 120 GRIT DISCS, 5 PK,	KLINGSPOR'S WOODWORKING	15951	88.95
	10-1402-400-07	7 9" X 11" A/O STEARATE 220 GRIT, 50 PK,	KLINGSPOR'S WOODWORKING	15951	185.70
	10-1402-400-07	7 9" X 11" A/O STEARATE 180 GRIT, 50 PK,	KLINGSPOR'S WOODWORKING	15951	123.80
	10-1402-400-07	7 9" X 11" A/O STEARATE 150 GRIT, 50 PK,	KLINGSPOR'S WOODWORKING	15951	309.50
	10-1402-400-07	7 9" X 11" A/O STEARATE 120 GRIT, 50 PK,	KLINGSPOR'S WOODWORKING	15951	185.70
	10-1402-400-07	7 SLEEVE 1/2" X 4 1/2" 100 GRIT, 3 PK,	KLINGSPOR'S WOODWORKING	15951	36.60
	10-1402-400-07	7 SLEEVE 1/2" X 4 1/2" 150 GRIT, 3 PK,	KLINGSPOR'S WOODWORKING	15951	36.60
	10-1402-400-07	7 Purchase Order Shipping [20237]	KLINGSPOR'S WOODWORKING	15951	7.99
Total for KLINGSPOR'S WOODWORKING					\$1,473.87
NASCO					
	10-1401-400-02	2 READY-OR-NOT TOT - BROWN, FEMALE,	NASCO	15952	324.00
	10-1401-400-02	2 READY-OR-NOT TOT - BROWN, FEMALE,	NASCO	15952	648.00
Total for NASCO					\$972.00
PAXTON PATTERSON					
	10-1401-541-02	2 CONSTRUCTION MODULE: DRYWALL SKILLS,	PAXTON PATTERSON	15960	2,600.00
Total for PAXTON PATTERSON					\$2,600.00
QUILL LLC					
	10-2120-400-14	14 QB 4 X 2 LASER LABELS, 1000 BX,	QUILL LLC	15961	63.98
Total for QUILL LLC					\$63.98
REALITY WORKS					
	10-1401-541-02	2 REALCARE BABY 3 W/ACCESSORIES,	REALITY WORKS	15953	2,098.00
	10-1401-541-02	2 Purchase Order Shipping [20276]	REALITY WORKS	15953	109.90
Total for REALITY WORKS					\$2,207.90
SHERWIN-WILLIAMS					
	10-1402-400-07	7 MINIWAS CLEAR AERO LACQ SG, 12 OZ,	SHERWIN-WILLIAMS	15954	287.64
	10-1402-400-07	7 MASKING TAPE - FROG TAPE 1",	SHERWIN-WILLIAMS	15954	17.82
	10-1402-400-07	7 MASKING TAPE - FROG TAPE 2", 3 CT,	SHERWIN-WILLIAMS	15954	27.77
Total for SHERWIN-WILLIAMS					\$333.23
SRVTE IMPREST ACCOUNT					
	10-2210-340-15	15 POSTAGE - RL,	SRVTE IMPREST ACCOUNT	15962	37.61
	10-2330-340-15	15 POSTAGE - RL,	SRVTE IMPREST ACCOUNT	15962	72.39
	10-2330-325-02	2 COPIER RENTAL,	SRVTE IMPREST ACCOUNT	15962	76.06
	10-2210-332-05	5 IACTE CONF REG - M. MALONEY,	SRVTE IMPREST ACCOUNT	15962	285.00
	10-2210-340-02	2 TELEPHONE,	SRVTE IMPREST ACCOUNT	15962	16.40
	10-2120-340-02	2 TELEPHONE,	SRVTE IMPREST ACCOUNT	15962	100.00
	10-2210-332-05	5 FORD DRIVE DIAGN WORKSHOP REG - M. FISHER,	SRVTE IMPREST ACCOUNT	15962	140.00
Total for SRVTE IMPREST ACCOUNT					\$727.46
TRAVELERS CL					
	10-2330-380-15	15 WORKERS COMP,	TRAVELERS CL	15963	82.00

# Board Report

Page: 5

Group by Vendor; Order by Vendor; No Range; Show Paid;

Date: Feb, 2020;

Line	Account	Description	Vendor	Check	Amount
	10-2120-380-02	2 WORKERS COMP,	TRAVELERS CL	15963	232.00
Total for TRAVELERS CL					\$314.00
WOODCRAFT					
	10-1402-400-07	7 GRANAT 180 GRIT, 80 FT ROLL,	WOODCRAFT	15955	59.40
	10-1402-400-07	7 GRANAT ABRASIVE SPONGE 280 G, 20 PK,	WOODCRAFT	15955	136.80
	10-1402-400-07	7 GRANAT 240 GRIT, 80 FT ROLL,	WOODCRAFT	15955	59.40
	10-1402-400-07	7 GRANAT ABRASIVE SPONGE 220 G, 6 PK,	WOODCRAFT	15955	41.40
	10-1402-400-07	7 FESTOOL MINI FILTER BAGS, 5 PK,	WOODCRAFT	15955	86.40
	10-1402-400-07	7 FESTOOL ROTATING CONNECTOR FOR D50,	WOODCRAFT	15955	115.20
	10-1402-400-07	7 FESTOOL D27/32 X 3 HOSE W/ ANG ADPTR,	WOODCRAFT	15955	160.00
	10-1402-400-07	7 FESTOOL FILTER BAGS, 5 PK,	WOODCRAFT	15955	106.00
	10-1402-400-07	7 GRANAT D150 SAND DISC, P150, 100 PC,	WOODCRAFT	15955	244.80
	10-1402-400-07	7 GRANAT D150 SAND DISC, P180, 100 PC,	WOODCRAFT	15955	183.60
	10-1402-400-07	7 GRANAT D150 SAND DISC, P220, 100 PC,	WOODCRAFT	15955	122.40
	10-1402-400-07	7 PP-STF D150 PROTECTION PAD, 2 PC,	WOODCRAFT	15955	10.80
Total for WOODCRAFT					\$1,326.20

# Board Report

Group by Vendor; Order by Vendor; No Range; Show Paid;

Date: Feb, 2020;

S.R.A.V.T.E.	Debits	Credits
Expense	19,980.43	0.00
Asset	0.00	19,980.43
Total for S.R.A.V.T.E.	19,980.43	19,980.43

Grand Total	Debits	Credits
Expense	19,980.43	0.00
Asset	0.00	19,980.43
Grand Total	19,980.43	19,980.43

Board of Control President\_\_\_\_\_

Board of Control Secretary\_\_\_\_\_

Date\_\_\_\_\_

# How Career and Technical Education Courses and Grant Funding Go Together

Two of the most common CTE questions our office is asked are, "Can I teach XYZ?" and "Can my school be reimbursed for ABCD?" This document shares what information the SRAVTE office looks at when making a determination.

## 1. Is your teacher licensed to teach what they are teaching?

CTE teachers must be licensed in the correct program areas to teach certain classes.

- PEL teachers endorsed for Business can teach all Business Classes.
- ELS-CTE licensed teachers can only teach classes in the program area they are approved to teach. For example, an ELS-CTE teacher endorsed for Accounting, can only teach classes in the Accounting Program.

Teacher certifications can be found by searching ELIS on ISBE's website:

<https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>

## 2. What classes are in a program?

ISBE has course/program lists for each CTE subject area. Programs are identified by CIP code or Career Cluster. They can be found here with program matrices and course descriptions:

<https://www.isbe.net/Pages/Career-Technical-Education.aspx>

When looking at a *matrix* in a CTE Career Cluster, each column represents a program. Teachers approved to teach a program can teach any classes in the column. The SRAVTE office approves all CTE programs and classes in IWAS.

- To obtain approval for a program, teachers must teach at least 2.0 credits with one class in the Foundational Courses (Group 1) section of the matrix and at least one class in the Skill Courses section (Group 2).
- Any combination of semesters and classes in the column make up the 2.0 minimum credits needed for program approval.
  - For example, a school can teach *Keyboarding* (Foundation, 1.0 credit) and *Accounting 1* (Skill, 1.0 credit).
  - Another example, a school can teach *Business and Technology Concepts* (Foundation, .5 credit) and *Accounting 1* (Skill, 1.0 credit) and *Cooperative Education* (Additional, 2.0 credits).
- Be sure to use the correct state course code. CTE classes end in a number, not "0"
- Check with the SRAVTE office to see what is approved and to request approval for new classes.

## 3. How do I receive SRAVTE funding support?

When the teacher is properly certified, has one foundation course, one skill course, and 2.0 credits in a program, they may qualify for financial support from the SRAVTE office. Item requests should come from a school administrator and be sent to the SRAVTE Director, Dwayne Mentgen at [dmentgen@lphs.net](mailto:dmentgen@lphs.net).

*Contact our office to check program approvals, request help to determine classes and to obtain assistance with Educator Licensure (we work with the ROE 35—Alaina Johnson) to make sure the candidate has the best chances of being approved by the ISBE.*

\*Remember: Kids in seats = \$\$\$ for schools

\*Overall funding is based on the number of students taking approved CTE classes in your school.

**To aid SRAVTE in preparing the FY '21 CTEI/Perkins Grants for submission to ISBE, please check one box for each grant below.**

School Name: \_\_\_\_\_

**Our school is planning on using FY '21 Grant Funds as follows:**

(Check One Box Below)

	<b>CTEI Grant</b>
<b>All funds towards CTEI Teacher Salary</b>	
<b>% of funds towards teacher salary with remainder towards supplies/equipment (list percentage)</b>	
<b>All funds towards supplies/equipment</b>	

(Check One Box Below)

	<b>Carl Perkins Grant</b>
<b>All funds towards Instructor Aide</b>	
<b>All funds towards supplies/equipment</b>	
<b>% of funds towards Instructor Aide with remainder towards supplies/equipment (list percentage)</b>	

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B

### Perkins V Special Populations Definition [*Perkins V Sec. 3(48)*]

Perkins V defines "special populations" as:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
  - a. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - b. is on active duty (as such term is defined in section 101(d)(1) of such title).

## Appendix B: The McKinney-Vento Definition of Homeless

### **The McKinney-Vento Definition of Homeless**

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths"--

- A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- B. includes--
  - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;\* (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C)); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

\*Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.

View the full text of the McKinney-Vento Homeless Assistance Act:

<https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>



programs and providers funded under Parts B and C of the Individuals with Disabilities Education Act (IDEA).

Later modules in this series will address strategies for working effectively with these partners.

## **Why the McKinney-Vento Act's Definition of "Homeless" Matters**

It is important to understand the McKinney-Vento Act's definition of "homeless" as it applies to children and youth for a number of reasons.

The Head Start Program Performance Standards (HSPPS) and Child Care Development Fund (CCDF) Final Rule of 2016 both require the use of the McKinney-Vento Act's definition of "homeless."

Understanding the definition will ensure that children who may be experiencing homelessness are identified and given the chance to participate in programs that offer developmental and educational supports.

Families experiencing homelessness often keep their situation and circumstances hidden from friends, program staff, and others. They worry about being judged or are fearful of child welfare involvement.

They may not realize that their current living circumstances could qualify them for additional supports. Therefore, it is important to understand the living conditions that meet the McKinney-Vento Act's definition of "homeless."

See Appendix A for more information on Federal Policies or Appendix B to view the McKinney-Vento definition of homeless.

## **McKinney-Vento Act's Definition of "Homeless" for Children and Youth**

The McKinney-Vento Act's definition of "homeless" for children and youth reflects the reality of family homelessness today.

The definition specifically includes children living in emergency shelters, motels, hotels, trailer parks, cars, parks, public spaces, or abandoned buildings, and those sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.

According to the McKinney-Vento Act, the term "homeless children and youths" refers to individuals who lack a fixed, regular, and adequate nighttime residence and includes the following four categories:

1. Children and youth who:
  - a. share the housing of other persons due to loss of housing, economic hardship, or a similar reason;
  - b. are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations;

- c. are living in emergency or transitional shelters; or
  - d. are abandoned in hospitals.
2. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
  3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
  4. Children of migrant or seasonal workers who qualify as homeless because they are living in circumstances described in the first three categories.

The McKinney-Vento Act and other federal laws do not give official definitions of a "fixed, regular, and adequate nighttime residence" as it pertains to children and youth experiencing homelessness. However, the following working definitions may be useful:

- A "fixed nighttime residence" is stationary, permanent, and not subject to change.
- A "regular nighttime residence" is used on a predictable, routine, or consistent basis.
- An "adequate nighttime residence" sufficiently meets the physical and psychological needs typically met in home environments.

See Appendix B to view the McKinney-Vento definition of homeless.

## **Using the McKinney-Vento Act's Definition of "Homeless" for Children and Youth**

Community programs and agencies may define "homeless" differently. For example, some housing agencies may use service eligibility criteria that require families to be living on the street. Others may require families to show evidence of having moved a certain number of times within several months before they qualify for aid, housing assistance, or shelter.

These differences related to definitions of "homeless" can be confusing when determining a child's eligibility for services. This is another important reason to fully understand the living conditions that meet the McKinney-Vento Act's definition of "homeless."

# ACCESSIBLE WEB DESIGN



## Resources

### **Website Self-Assessment Checklist**

<http://webaim.org/standards/508/checklist>

### **Electronic Documents Self-Assessment Checklists**

<http://www.hhs.gov/web/section-508/making-files-accessible/checklist/index.html>

### **List of Website Self-Check Resources**

<http://www.dhs.state.il.us/page.aspx?item=36441>

### **Tutorials and Guides**

<http://icsps.illinoisstate.edu/2016/08/electronic-and-web-accessibility-webinar-series/>



## Compliance Standards

### **Section 508 Standards for Electronic and Information Technology**

<https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/section-508-standards>

### **Illinois Information Technology Accessibility Act**

<http://www.dhs.state.il.us/IITAA/IITAAStandards.html>

For information regarding a civil rights review or technical assistance please contact:

Marci Johnson  
MOA Coordinator/Director of Teaching  
and Learning  
Illinois State Board of Education  
217.524.4835  
[marjohns@isbe.net](mailto:marjohns@isbe.net)

Casey Anderson, Ph.D.  
Associate Director for Access and Technology  
Illinois Center for Specialized  
Professional Support  
309.438.1838  
[Chande1@ilstu.edu](mailto:Chande1@ilstu.edu)





# TOP TEN Accessible Web Design

- 01 Use onboard formatting tools, labeling features, and accessibility checker to ensure documents are constructed to interface with accessible technology.
- 02 Include alternative text (alt text) for all images, complex image groups, graphs, and tables.
- 03 Provide alternative access to information provided visually or through audio. Alternative access for pre-recorded audio or video media could include audio tracks for information presented visually, synchronized captions for audio, or an alternative for time-based media.
- 04 Provide methods to stop visual and audio effects from playing automatically.
- 05 Make all functionality available through keyboard commands. If functionality is not available through arrow keys or tab functions the user must be prompted.
- 06 Provide a mechanism to bypass content repeated on each page of a website or document.
- 07 Provide context for all user input by providing prompts and instructions.
- 08 Turn off automatic features that can cause problems for users with disabilities (e.g. text wrapping).
- 09 Use hyperlink text to provide context and inform users of destination.
- 10 When converting documents to PDF, save them with structure tags enabled and run the accessibility checker before posting them online.

# GRIEVANCE PROCEDURES



## Resources

### **Department of Education Brief on Notices of Nondiscrimination**

<http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html>

### **Interactive Self-Assessment Guide**

<https://ilequity.com/self-assess>

### **Illinois Center for Specialized Professional Support**

<http://www.icsp.s.illinoisstate.edu/>

### **Reference Sheet for Notice of Nondiscrimination**

<https://ilequity.com/grievance-procedures>



## Applicable Laws and Federal Guidance

### **Title VI of the Civil Rights Act of 1964**

### **Section 504 of the Rehabilitation Act of 1973**

### **Title IX of the Education Amendments of 1972**

### **Title II of the Americans with Disabilities Act of 1990**

### **Guidelines for Vocational Education Programs**

Full text and specific citations can be found at the following website:

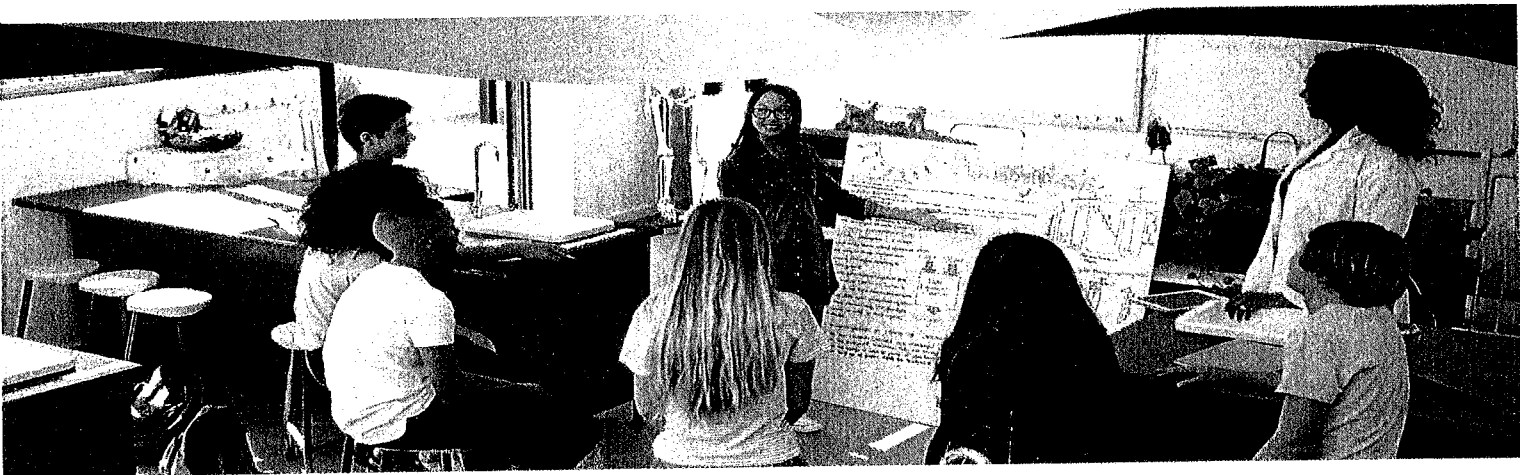
<https://ilequity.com>

For information regarding a civil rights review or technical assistance please contact:

Marci Johnson  
MOA Coordinator/Director of Teaching  
and Learning  
Illinois State Board of Education  
217.524.4835  
[marjohns@isbe.net](mailto:marjohns@isbe.net)

Aimee Julian, Ph.D.  
MOA Support/Director  
Illinois Center for Specialized  
Professional Support  
309.438.5122  
[alafoll@illinoisstate.edu](mailto:alafoll@illinoisstate.edu)





# TOP TEN Grievance Procedures

- 01 Grievance procedures must be disseminated to all students and employees. To fulfill this requirement, they may be prominently posted on the school's website or in student and employee manuals.
- 02 Schools are allowed to have multiple grievance procedures. However, those that address complaints related to sexual harassment, sexual violence, and discriminatory activity must provide prompt and equitable resolution.
- 03 Grievance procedures must provide due process and equal rights for both the complainant and respondent.
- 04 Grievance procedures must provide equal rules of evidence, rights to review evidence, and timely access to information for both parties.
- 05 Grievance procedures must provide both parties with the same timeline and inform them that they will receive written determinations.
- 06 Grievance procedure timelines must include the period of time in which the institution will conduct a full investigation, the period of time in which the parties will be notified of the complaint, and the deadline for appeals (if applicable).
- 07 Grievance procedures may provide for both informal and formal grievance processes. If so, they must clearly state that complainants are allowed to end the informal process and begin the formal process at any time.
- 08 Procedures cannot require an informal process or mediation between the complainant and respondent.
- 09 Investigations related to sexual harassment, sexual violence, or discriminatory action must use the preponderance of the evidence standard.
- 10 Grievance procedures should state that at any point a complaint may be filed with the U.S. Department of Education, Office for Civil Rights.

# NOTICE OF NONDISCRIMINATION



## Resources

### **Department of Education Brief on Notices of Nondiscrimination**

<http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html>

### **Interactive Self-Assessment Guide**

<https://ilequity.com/self-assess>

### **Illinois Center for Specialized Professional Support**

<http://www.icsps.illinoisstate.edu/>

### **Reference Sheet for Notice of Nondiscrimination**

<https://ilequity.com/notice>



## Did You Know?

The notice of nondiscrimination must also be produced as a continuous statement that condenses the policies of nondiscrimination and is used on all material distributed to potential or current students and employees.

### **Sample Continuing Notice of Nondiscrimination**

Central High School does not discriminate on the basis of race, color, national origin, sex, or disability.

Full text of relevant legislation and specific citations related to notices of nondiscrimination can be found at the following website: [www.ilequity.com](http://www.ilequity.com)

For information regarding a civil rights review or technical assistance please contact:

Marci Johnson  
MOA Coordinator/Director of Teaching  
and Learning  
Illinois State Board of Education  
217.524.4835  
[marjohns@isbe.net](mailto:marjohns@isbe.net)

Aimee Julian, Ph.D.  
MOA Support/Director  
Illinois Center for Specialized  
Professional Support  
309.438.5122  
[alafoll@illinoisstate.edu](mailto:alafoll@illinoisstate.edu)





# TOP TEN Notice of Nondiscrimination

- 01 Every school must distribute a notice of nondiscrimination to its community, students, and employees.
- 02 The Annual Notice must state that the school does not discriminate on the basis of race, color, national origin, sex, or disability. These categories are required fields and must all be present.
- 03 The Notice must include the title, address, and telephone number for the designated Title IX and/or Section 504 Coordinator(s).
- 04 The Notice must assure readers that lack of English language skills will not be a barrier to admission and participation in CTE programs.
- 05 The Notice must include a brief description of CTE program offerings and admission criteria.
- 06 The school must disseminate the Notice on an annual basis, prior to the beginning of each school year.
- 07 The school must disseminate the Notice in multiple formats.
- 08 The Notice must be made available in formats that are accessible to individuals with disabilities.
- 09 If the LEA service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language. The LEA should have a process for determining the area's primary languages and should consider information beyond enrollment data.
- 10 When converting documents to PDF, save them with structure tags enabled and run the accessibility checker before posting them online.



# NONTRADITIONAL WHAT IS NEW?

PRESENTED BY AIMEE JULIAN, PHD

DIRECTOR, ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT



**CAREER &  
TECHNICAL  
EDUCATION**

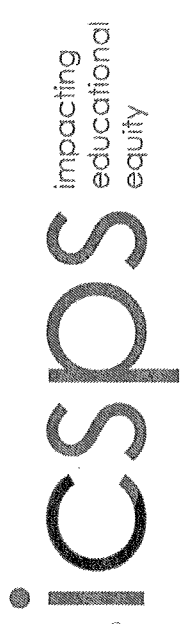
Career Connected Learning  
for All Students

**icsps**  
impacting  
educational  
equity

## WHO IS THE ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT (ICSPS)

Creates, supports, and delivers professional development for career, technical and adult education professionals across

Illinois. ICSPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners.



# PERKINS V

STRENGTHENING CAREER AND TECHNICAL EDUCATION ACT FOR THE 21ST CENTURY



## PURPOSE

- The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by....
  - building on the efforts of states and localities to develop challenging academic and technical standards;
  - promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating CTE students;

## PURPOSE CONTINUED...

- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE;
- disseminating national research, and providing professional development and technical assistance, that will improve CTE programs of study, services, and activities.
- Conducting technical assistance that promotes leadership and professional development to improve the quality of CTE teachers, faculty, administrators and counselors;
- Providing individuals with the opportunities and skills to keep the United States competitive
- **increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.**

## SPECIAL POPULATIONS WE ALL KNOW!

1. Single parents (pregnant and parenting teens)
2. Displaced homemakers
3. Individuals with disabilities both cognitive and physical
4. English Language Learners
5. Economically Disadvantaged
6. Students pursuing nontraditional occupations for their gender

## PERKINS V SPECIAL POPULATIONS

1. Individuals with Disabilities (both cognitive and physical)
2. Individuals from Economically Disadvantaged Families – including low income youth and adults
3. Individuals Preparing for Nontraditional Fields
4. Single parents, including pregnant and parenting teens
5. Out of Workforce Individuals

## PERKINS V SPECIAL POPULATIONS CONT...

6. English Learners
7. Homeless individuals
8. Youth who are in, or have aged out of, the foster care system
9. Youth with a parent who is a member of the armed forces and is on active duty

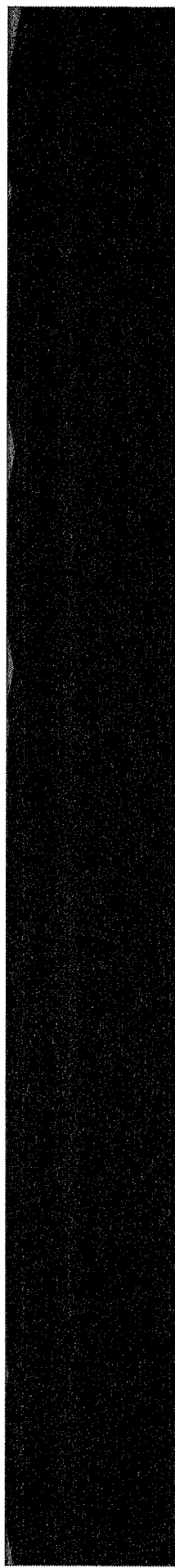


## THE TERM OUT-OF-WORKFORCE INDIVIDUAL MEANS

- An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
- An individual who-
  - Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
  - Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
  - Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.



EXPLORING NONTRADITIONAL FIELDS...



## NTO FIELDS DEFINITION...

- The term nontraditional fields means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individual employed in each such occupation or field of work.

## WHAT IS NEW FOR NTO

- **Core indicator**
- The percentage of CTE concentrators in career and technical education programs of study that lead to nontraditional fields.

## MORE FUN HIGHLIGHTS....

- CTE Concentrator.—The term ‘CTE concentrator’ means—
  - at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and—
  - at the postsecondary level, a student enrolled in an eligible recipient who has
    - earned at least 12 credits within a career and technical education program or program of study; or
    - completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

## FUN HIGHLIGHTS THAT IMPACT EQUITY...

- Universal Design for Learning.—The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that—
  - provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
  - reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (From HEA)

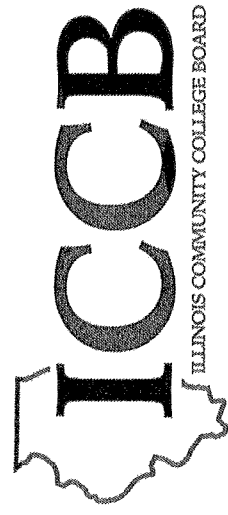
## FUN HIGHLIGHTS THAT IMPACT EQUITY...

- Increases fund for serving individuals in State institutions from 1% to 2% and adds juvenile justice facilities; and adds educational to modify the description of institutions that serve students with disabilities
- Changes State Leadership set-aside for nontraditional from “services” to “assist eligible recipients in providing services”.
- Adds set-aside for recruiting special populations to enroll in CTE of not less than .1% of the State Leadership funds or \$50,000, whichever is less. This is a floor for the amount of funds to be used for this purpose. States could use more.

## MORE FUN HIGHLIGHTS....

- Changes the nontraditional measure at the secondary and postsecondary level to: “The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields” .
- Repeals the requirement for states to negotiate performance measures with the Secretary. States set their own measures and include them in the State Plan. Secretary has the authority to disapprove a State Plan if measures are not rigorous enough.





icpsps  
impacting  
educational  
equity

# UPCOMING PROFESSIONAL DEVELOPMENT

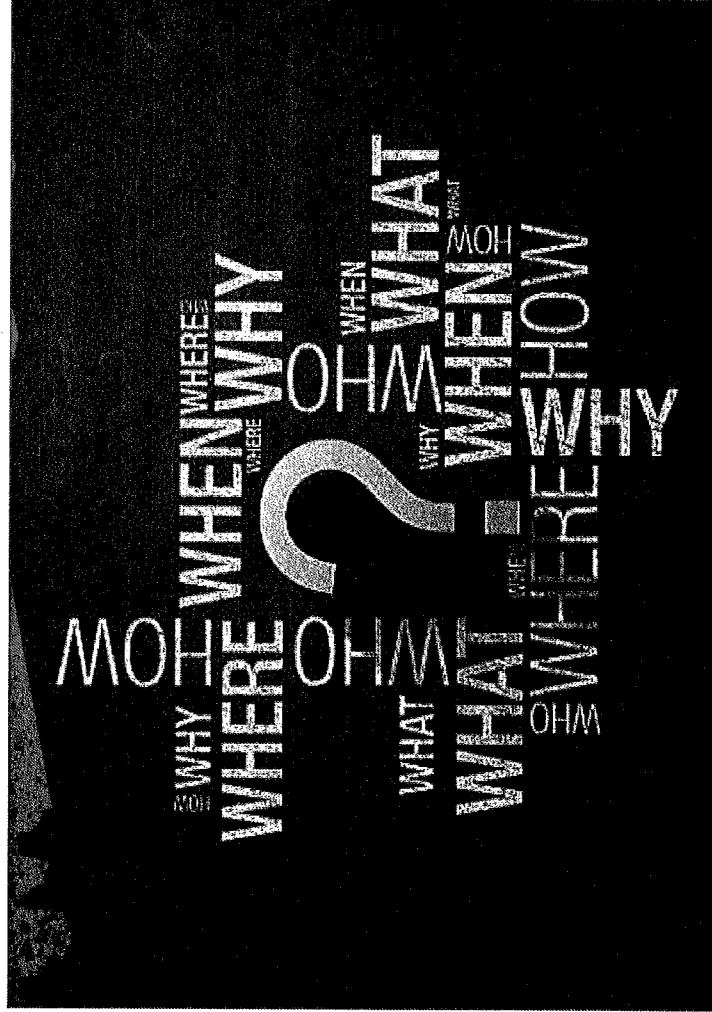
ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT

---

## PROFESSIONAL DEVELOPMENT EVENTS

- Preparing Students with ASD for College and Career – April 26 in Bloomington
- CTE Counseling Academy – Culturally Responsive Learning – May 23 in Bloomington
- Special Populations Symposium – June 4 in Bloomington
- Forum for Excellence – September 23 – 24, in Normal

# QUESTIONS?



---

THANK YOU!

AIMEE JULIAN, PHD

DIRECTOR, ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT

[ALAFOLL@ILSTU.EDU](mailto:ALAFOLL@ILSTU.EDU) OR BY PHONE AT 309.438.5122

