

ILLINOIS COMMUNITY COLLEGE BOARD*FY 2016 Postsecondary Career and Technical Education Plan***ANNUAL PLAN COVER PAGE**

COMMUNITY COLLEGE:	Carl Sandburg College
NUMBER OF STUDENTS SERVED IN FY 2015	3417
FY 2016 ALLOCATION	\$153,497.00

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

NAME	Julie Gibb		
TITLE	Vice President of Academic Services		
TELEPHONE	309-341-5273	EMAIL	kgibb@sandburg.edu

SECONDARY PERKINS CONTACT**Secondary Perkins Contact(s) are any persons that oversee or have multiple responsibilities related to the grant development and/or process. Can be the same contact as above. Please add spaces for additional persons.*

NAME	Peggy Libby		
TITLE	Assistant Coordinator of Grants		
TELEPHONE	309-341-5276	EMAIL	plibby@sandburg.edu

FISCAL CONTACT

NAME	Gaila Crump		
TITLE	Grant/Accounting Technician		
TELEPHONE	309-341-5256	EMAIL	gcrump@sandburg.edu

FORM 2

ILLINOIS COMMUNITY COLLEGE BOARD
FY 2016 Postsecondary Career and Technical Education Plan

PERFORMANCE IMPROVEMENT PLAN

After completing the Accountability Data Snapshot Worksheet (Form 1), use the matrix below to describe how the college will increase performance for each indicator that did not meet the state goal. Activities should be measurable, limited in number, and target the particular demographics and special populations that are negatively affecting the performance measures.

DEFICIENT MEASURE		ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	EXPECTED OUTCOMES
3P1	1	At least 8 tutors will attend at least 2 academic department meetings each by the end of Summer 2016.	\$405 Tutor Salaries	\$200	60% of tutors will report better awareness of faculty goals regarding students.
3P1 5P1 5P2	1	At least 2 tutors will attend training related to tutoring diverse learners (adapting pedagogy to various races, sexes, and economic statuses) by Spring 2016. Tutor will present at tutoring staff meeting during Spring semester.	\$200 Tutor salaries + \$400 travel.	\$500	Tutor will report on training; 60% of tutors will report having learned at least one new pedagogical strategy.
3P1 5P1 5P2	2	The Faculty Teaching and Learning Association (FTLC) and Academic Support Services will request voluntary accessibility reviews from faculty for courses in Fall 2015, Spring 2016, and Summer 2016 semesters (ensuring access to special populations – students with disabilities and LEP).	\$0	\$0	30% of faculty will participate in the voluntary reviews with 80% accessibility compliance each semester.
3P1 5P1 5P2	3	Tutor training will emphasize the College Reading and Learning Association's (CRLA) Level II requirements, including assisting nontraditional students, students with unique backgrounds (single parents, economically disadvantaged) and students with limited English proficiency.	\$2000 Tutor salaries	\$3000	Tutoring Center will attain CRLA Level II Certification by Summer 2016; at least 60% of tutors will be individually certified at Level II.
3P1 5P1 5P2	4	HLP and CTHE Deans and Coordinator of Academic Support will host luncheon with target demographic clubs (Men of Distinction, Women of Character, Hispanic-Latino Association) to discuss nontraditional career options in Spring 2016.	\$500	\$0	Provide students of targeted demographic clubs on campus, with information about nontraditional HLP and CTHE career options available at the college at least one time a year.
3P1 5P1 5P2	5	HLP and CTHE Deans and Coordinator of Academic Support will work on identifying students in the following special populations: Single parent, Economically Disadvantaged, and Non-traditional Gender Occupations to create focused group sessions to overcome academic barriers at least two per year.	\$500	\$0	Provide students an opportunity to attend focused group sessions with "like" students. At least 3 special population students per group will participate at in at least one session.

FORM 2

ILLINOIS COMMUNITY COLLEGE BOARD FY 2016 Postsecondary Career and Technical Education Plan

3P1 5P1 5P2	6	CTHE tutors and tutors assigned to CTHE-track prerequisite subjects will meet with CTHE faculty coordinators once per month to discuss course content, goals, and expected outcomes for students.	\$400 Tutor salaries	\$200	100% CTHE tutor compliance in each semester of FY16.
3P1 5P1 5P2	7	Hire at least 2 new nursing tutors, at least 1 RN, to provide scheduled tutoring hours for each section of first- and second-year nursing.	\$4000 Tutor salaries	\$2500	At least 7% of nursing students will utilize tutoring services each semester; 75% of students utilizing services will receive a grade of 80% or better each semester.
3P1 5P1 5P2	8	Continue to work with Monmouth-Roseville High School as our secondary partner and implement the articulated academic program utilizing Pathways to Results enrolling students by Fall 2015.	\$150	\$1500	Will align seamless transition to post-secondary Electrical curriculum by Fall 2015.
1P1 2P1 3P1 4P1 5P1 5P2	9	Recruit 15 students to participate in the Health Initiatives Program (Bridge program for prospective health career students) through post COMPASS advising.	\$500	\$3500	15 students will participate in Health Initiatives Program upgrading skills in preparation for high wage, high demand occupations.
1P1 2P1 3P1 4P1 5P1 5P2	10	100% of full-time faculty and staff in the CTHE and HLP department will participate in at least one professional development.	\$5,000	\$5,000	All full-time faculty and staff within the CTHE and HLP department will gain skills and knowledge to make an improvement to their contribution to the respective program(s).
3P1 5P1 5P2	11	Identify 1 secondary partner and develop articulated academic program utilizing Pathways to Results for 2016-2017.	\$250	\$1500	One secondary school will align seamless transition to post-secondary curriculum for one POS.
1P1 2P1 3P1 4P1 5P1 5P2	12	Invite industry specific partners into the appropriate HLP and CTHE program courses to participate in the Employability Skills Academy sessions.	\$500	\$1,500	Students will participate in learning activities focused on the needed “soft skills” for employment as deemed necessary and appropriate by advisory committee members and other advisory groups. At least, 50% of the programs will participate.

FORM 2

ILLINOIS COMMUNITY COLLEGE BOARD
FY 2016 Postsecondary Career and Technical Education Plan

3P1 5P1 5P2	13	Under the direction of the Coordinator of Career Resources, identified non-traditional students will be provided with services from the Employability Skills Academy.	\$500	\$7,000	At least 5 non-traditional students will participate in at least 2 services provided by the Employability Skills Academy.
1P1 3P1	14	At least 1 faculty from CTHE and/or HLP program will spend at least 16 hours exploring and observing an industry partner's operations within their scope of trade or profession. We plan to submit a proposal for the Externship Perkins Grant to build upon this model.	\$2000	\$1500	Ensure current and relevant content and best practices are occurring within the CTHE and HLP programs and align with work force needs. The faculty who participates will provide a report on the experience.
TOTAL PROPOSED EXPENDITURES			\$16,905	\$27,900	

FORM 3

ILLINOIS COMMUNITY COLLEGE BOARD
 FY 2016 Postsecondary Career and Technical Education Plan

PERKINS SALARY INFORMATION SHEET					
NAME AND TITLE	% OF TIME	TOTAL PERKINS SALARY	TOTAL PERKINS BENEFITS	PERKINS RELATED RESPONSIBILITIES	PRINCIPLE(S) RELATED TO JOB DUTIES
Jacob Runge, Coordinator of Academic Support Services	51%	\$18,308	\$4,000	Coordinate tutoring Academic equipment loans Disability support	2.d.1, 2.d.3, 2.f.4, 6.d.1, 6.e.1
Dr. Kyle Cecil, Dean of Career and Corporate Development	7%	\$5079	0	Data collection Form submissions Reports	General Administration
Peggy Libby, Assistant Coordinator of Grants	18%	\$1,096	\$1,500	Data collection Form submissions Reports	General Administration
Faculty Salaries (Externship)	100%	\$2,000	\$0	Explore industry partners' operations within their scope or trade or profession	1.b.3, 2.a.3
OTHER (<i>Tutors, Student Workers, etc.</i>) <i>*Can be aggregated</i>					
Tutors	100%	\$8,312	\$593	Individual and group tutoring	2.d.4, 2.e.1, 2.e.3, 2.f.2, 2.f.6, 2.f.7, 2.j.1, 6.d.3, 6.d.5,
TOTAL PROPOSED SALARIES AND BENEFITS		\$34,795	\$6093		

(Add additional rows as necessary.)

PROGRAM NARRATIVE WORKSHEET

PRINCIPLE 1: LEADERSHIP, ORGANIZATION, AND SUPPORT

Describe planned activities that focus on engaging the following partners in the development, implementation and evaluation of CTE programs:

ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
a. Program advisory committees	1 The Associate Dean of Career Technical & Health Education (CTHE) and/or the Dean of Health Professions (HLP) will host advisory committee meetings ensuring that each HLP and CTHE program is represented in at least one meeting where discussion of work-based learning skills and knowledge is discussed.	\$5500	\$5000		<ol style="list-style-type: none"> 1. Confirmation of relationship of curriculum to industry expectations. 2. Engagement of K-12 and industry partners in specific HLP and CTHE curriculum.
	2 The Associate Dean of CTHE and/or Dean of Health Professions will host advisory committee meetings ensuring that K-12 and industry representatives are present and provide input.	See 1.a.1	See 1.a.1		
b. Faculty	1 At least 1 faculty from a CTHE and/or HLP programs will review program specific curriculum to determine needed changes, if any.	\$0	\$0		<ol style="list-style-type: none"> 1. Ensure current and relevant content in courses. 2. Increase knowledge of general education faculty about CTHE and/or HLP content and programs. 3. Ensure current and relevant content and best practices are occurring within the CTHE and HLP programs and align with work force needs. The faculty who participates will provide a report on the experience.
	2 Recruit 1 general education faculty member to attend a professional development activity, such as STEM conference, at which integration of general education into CTHE and/or HLP program is discussed.	\$2000	\$2000	1P1 3P1	
	3 At least 1 faculty from a CTHE and/or HLP program will spend at least 16 hours exploring and observing an industry partner's operations within their scope of trade or profession. We plan to submit a	\$1600 Faculty externship salaries	\$1500	1P1 3P1	

PROGRAM NARRATIVE WORKSHEET

		proposal for the Externship Perkins Grant to build upon this model.				
c. Counselors (career or academic)	1	Student Services will assign an advisor/ counselor to each CTHE and HLP program resulting in 100% of CTHE and HLP programs having a dedicated advisor/ counselor accessible to respective program students to provide career guidance and academic counseling including linkages to future education and training opportunities.	\$0	\$20,000	1P1 2P1 3P1 4P1 5P1 5P2	<ol style="list-style-type: none"> 100% of CTHE and HLP programs will receive dedicated support from Student Services. Student awareness of support networks will be reinforced and will increase attendance at focus group sessions by 5%.
	2	Counselors and advisors will assist in identifying students in the following special populations: single parent, economically disadvantaged, and nontraditional occupational gender/race when providing career guidance and academic counseling and will provide these students with information to attend focus group sessions.	\$500	\$1500	3P1 5P1 5P2	
d. Local employers	1	The Associate Dean of Career Technical & Health Education and/or Dean of Health Professions will host advisory committee meetings ensuring that K-12 and industry representatives are present and provide input.	See 1.a.1	See 1.a.1		<ol style="list-style-type: none"> Increase engagement of industry partners in CTHE and HLP programs by 5%. Ideas will be shared to generate improvements for CTE pipeline starting with the K-12 and ending with careers. Increase participation by 5%.
	2	The Associate Dean of Career Technical & Health Education and/or Dean of Health Professions will host discussions for various industry sectors. Invited participants will be representatives from the college, industry, K-12, other colleges & universities, economic development, workforce development, media, and legislators.	\$1709	\$1500		

PROGRAM NARRATIVE WORKSHEET

e. High Schools / Education for Employment Regions	1	The Associate Dean of Career Technical & Health Education and/or Dean of Health Professions will host advisory committee meetings ensuring that K-12 and industry representatives are present and provide input.	See 1.a.1	See 1.a.1	1. Maintain current level of involvement and engagement of K-12 partners in CTHE and HLP programs.
	2	The Associate Dean of Career Technical & Health Education and/or Dean of Health Professions will host discussions for various industry sectors. Invited participants will be representatives from the college, industry, K-12, other colleges & universities, economic development, workforce development, media, and legislators.	See 1.d.2	See 1.d.2	
f. Adult education providers	1	Initiate discussion with industry representatives to create a career pathway directly from adult education to career.	\$300	\$300	1. Develop a pipeline for adult education students to enter the workforce utilizing a specified program of study.
g. Other partners (four-year universities, community based organizations, WIB, etc.)	1	The Associate Dean of Career Technical & Health Education and/or Dean of Health Professions will host discussions for various industry sectors. Invited participants will be representatives from the college, industry, K-12, other colleges & universities, economic development, workforce development, media, and legislators.	See 1. d.2	See 1. d.2	1. Maintain current level of involvement and engagement of other partners in CTHE and HLP programs.
h. Describe planned activities for disseminating information about CTE programs to stakeholders.	1	The Dean of Career and Corporate Development, Associate Dean of Career Technical & Health Education, and/or Dean of Health Professions will attend at	\$250	\$250	1. Continue interaction and communication with the secondary superintendents as

PROGRAM NARRATIVE WORKSHEET

		least 2 EFE Systems meetings for both of the EFEs in the College district.				well as the EFE system directors.
	2	The Associate Dean of Career Technical & Health Education and/or Dean of Health Professions will host discussions for various industry sectors. Invited participants will be representatives from the college, industry, K-12, other colleges & universities, economic development, workforce development, media, and legislators.	See 1.d.2	See 1.d.2		2. Ideas will be shared to generate improvements for CTE pipeline starting with the K-12 and ending with careers. Increase participation by 5%.
TOTAL PROPOSED EXPENDITURES			\$11,859	\$32,050		

PROGRAM NARRATIVE WORKSHEET

PRINCIPLE 2: ACCESS, EQUITY AND OPPORTUNITY

Describe planned activities that focus on providing students with: strong experience in and understanding of all aspects of industry, work based learning opportunities, and career guidance and academic counseling.

ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
a. Industry understanding / experience	1 Review of curriculum to ensure comprehensive aspects of industry are included in at least 4 CTHE and HLP programs.	\$0	\$400	1P1 2P1 3P1 4P1 5P1 5P2	1. Confirmation of skills and knowledge curriculum content to meet industry needs. 2. Engagement of industry partners in specific HLP and CTHE curriculum. 3. Ensure current and relevant content and best practices are occurring within the CTHE and HLP programs and align with work force needs. The faculty who participates will provide a report on the experience. 4. Students will participate in learning activities focused on the needed “soft skills” for employment as deemed necessary and appropriate by advisory committee members and other advisory groups. At least, 50% of the programs will participate.
	2 Discussion of work-based learning skills and knowledge at all CTHE and HLP program advisory committee meetings.	See 1.a.1	See 1.a.1		
	3 At least 1 faculty from a CTHE and/or HLP program will spend at least 16 hours exploring and observing an industry partner’s operations within their scope of trade or profession. We plan to submit a proposal for the Externship Perkins Grant to build upon this model.	\$400 Faculty externship salaries	See 1.b.3	1P1 3P1	
	4 Invite industry specific partners into the appropriate HLP and CTHE program courses to participate in the Employability Skills Academy sessions.	\$500	\$1500	1P1 2P1 3P1 4P1 5P1 5P2	
b. Work-based learning	1 Purchase new equipment and supplies, i.e. for welding, dental hygiene clinic, cosmetology clinic, automotive, computer labs, criminal justice forensic lab, nursing labs, paramedic lab, etc. to simulate	\$67,600	\$5000	1P1 2P1 3P1 4P1 5P1 5P2	1. Student learning experiences will take place with modern equipment and supplies thus preparing them for current workplace settings. 100% of CTE and HLP programs will

PROGRAM NARRATIVE WORKSHEET

		work-based settings in a laboratory setting for CTHE and HLP programs.				receive new equipment and / or supplies.
	2	At least 50% of the students enrolled in CTHE and HLP programs will participate in at least 2 sessions presented by the Employability Skills Academy.	\$500	\$7000	3P1 5P1 5P2	2. At least 50% of the students will participate in learning activities focused on the needed “soft skills” for employment as deemed necessary and appropriate by advisory committee members and other advisory groups.
c. Career guidance and academic counseling	1	Student Services will assign an advisor / counselor to each CTHE and HLP program resulting in 100% of CTHE and HLP programs having a dedicated advisor / counselor accessible to respective program students to provide career guidance and academic counseling including linkages to future education and training opportunities	See 1.c.1	See 1.c.1	1P1 2P1 3P1 4P1 5P1 5P2	1. 100% of CTHE and HLP programs will receive dedicated support from Student Services. 2. Students entering selective admission programs will receive detailed college and programmatic orientation thus preparing them more for the expectations and rigors of said program. Decrease in attrition by 2% over previous academic year.
	2	Conduct mandatory/orientation meetings for students entering selective admission programs.	\$2000	\$3000	1P1 2P1 3P1	
<p>Special Populations</p> <p>Describe planned activities that focus on: ensuring programs are accessible by members of special populations; providing training and assistance to prepare special population students for employment; helping special population students overcome barriers that may limit opportunities for success; and ensuring members of special populations will not be discriminated against.</p>						
ELEMENTS		ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
d. Accessibility	1	Coordinator of Academic Support will work with the Accessibility Team in regular meetings to design and implement accessibility policies and procedures.	\$1300 Salary	\$0		1. Accessibility Team will develop a timeline to meet various accessibility standards by Spring 2016.

PROGRAM NARRATIVE WORKSHEET

	2	The Faculty Teaching and Learning Association (FTLC) and Academic Support Services will request voluntary accessibility reviews from faculty for courses in Fall 2015, Spring 2016, and Summer 2016 semesters (ensuring access to special populations – students with disabilities and LEP).	\$0	\$0	3P1 5P1 5P2	<ol style="list-style-type: none"> 2. 30% of faculty will participate in the voluntary reviews with 80% accessibility compliance each semester. 3. 30% of faculty will attend at least one session on disability support. 4. At least 7% of nursing students will utilize tutoring services each semester; 75% of students utilizing services will receive a grade of 80% or better each semester.
	3	Coordinator of Academic Support will present on campus accessibility and disability support services in at least 2 college-wide activities per semester by end of Summer 2016.	\$2008 Salary	\$0		
	4	Hire at least 2 new nursing tutors, at least 1 RN, to provide scheduled tutoring hours for each section of first- and second-year nursing.	\$4000 Tutor Salaries	\$2500	3P1 5P1 5P2	
e. Preparation for employment	1	CTHE tutors and tutors assigned to CTHE-track prerequisite subjects will meet with CTHE faculty coordinators once per month to discuss course content, goals, and expected outcomes for students.	\$400 Tutor Salaries	\$200	3P1 5P1 5P2	<ol style="list-style-type: none"> 1. 100% CTHE tutor compliance in each semester of FY16. 2. At least 7% of nursing students will utilize tutoring services each semester; 75% of students utilizing services will receive a grade of 80% or better each semester. 3. CIS tutoring will account for at least 50% of basic computer skills tutoring sessions.
	2	Hire at least 2 new nursing tutors, at least 1 RN, to provide scheduled tutoring hours for each section of first- and second-year nursing.	See 2.d.4	See 2.d.4	3P1 5P1 5P2	
	3	Hire one new CIS tutor to provide at least 10 hours computer skills tutoring per week by mid-Fall 2015.	\$1700 Tutor salaries	\$0		
f. Assistance in overcoming barriers	1	Assistive technology lab will renew assistive software for students with disabilities, invest in tactile aids for the blind.	\$600	\$0		<ol style="list-style-type: none"> 1. 100% of assistive technology will be up-to-date by Spring 2016. 2. 60% of tutors will report better awareness of faculty goals for students.

PROGRAM NARRATIVE WORKSHEET

	2	At least 8 tutors will attend at least 2 academic department meetings each by the end of Summer 2016.	\$405 Tutor salaries	\$200	3P1	3. 100% of course materials for hearing impaired students will be accessible in all semesters. 4. 100% of counselors and academic advisors of students with disabilities will receive Letters of Accommodation each semester. 5. Coordinator will facilitate and assist in administering accommodations for all students with disabilities seeking assistance. 6. Tutor will report on training; 60% of tutors will report having learned at least one new pedagogical strategy. 7. At least 30 tutoring information brochures will be handed out at each event.
	3	Academic Support Services will provide captioned media and interpretation for the deaf and hard of hearing.	\$2000 Contractual services	\$38,000		
	4	Coordinator of Academic Support will provide counselors and advisors Letters of Accommodation when students with disabilities request accommodations.	\$3500 Salary	\$0		
	5	Coordinator of Academic Support will facilitate and assist in administering accommodations for students with disabilities.	\$10,000 Salary	\$0		
	6	At least 2 tutors will attend training related to tutoring diverse learners (adapting pedagogy to various races, sexes, and economic statuses) by Spring 2016. Tutor will present at tutoring staff meeting during Spring semester.	\$100 Tutor salaries + \$400 travel	\$500	3P1 5P1 5P2	
	7	Academic Support Services will participate in at least two college-wide activities (e.g. Back to School Bash) promoting tutoring services.	\$200 Tutor salaries	\$200		
	g. Anti-discrimination efforts	1	Coordinator of Academic Support will present on campus accessibility and disability support services in at least 2 college-wide activities per semester by end of Summer 2016.	See 2.d.3	See 2.d.3	
2		Coordinator of Academic Support will attend at least one out-of-state special populations-centered professional development conference.	\$1000	\$500		

PROGRAM NARRATIVE WORKSHEET

<i>Nontraditional Students</i>					
Describe planned activities that focus on: ensuring programs are accessible by nontraditional students; providing training and assistance to prepare nontraditional students for employment; and helping nontraditional students overcome barriers that may limit opportunities for success. (<i>Non-traditional fields refer to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.</i>)					
ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
h. Accessibility	1 Hire at least 2 new nursing tutors, at least 1 RN, to provide scheduled tutoring hours for each section of first- and second-year nursing.	See 2.d.4.	See 2.d.4.	3P1 5P1 5P2	1. At least 7% of nursing students will utilize tutoring services each semester; 75% of students utilizing services will receive a grade of 80% or better each semester. 2. Involvement and input from non-traditional students in advisory committee meetings.
	2 One non-traditional student will be invited to each CTHE and HLP program annual advisory committee meeting.	See 1.a	See 1.a	3P1 5P1 5P2	
i. Preparation for employment	1 Hire at least 2 new nursing tutors, at least 1 RN, to provide scheduled tutoring hours for each section of first- and second-year nursing.	See 2.d.4.	See 2.d.4.	3P1 5P1 5P2	1. At least 7% of nursing students will utilize tutoring services each semester; 75% of students utilizing services will receive a grade of 80% or better each semester. 2. 100% CTHE tutor compliance in each semester of FY16. 3. CIS tutoring will account for at least 50% of basic computer skills tutoring sessions. 4. At least 50% of the students will participate in learning activities focused on the needed “soft skills” for employment as deemed necessary and appropriate by
	2 CTHE tutors and tutors assigned to CTHE-track prerequisite subjects will meet with CTHE faculty coordinators once per month to discuss course content, goals, and expected outcomes for students.	See 2.e.1	See 2.e.1	3P1 5P1 5P2	
	3 Hire one new CIS tutor to provide at least 10 hours computer skills tutoring per week by mid-Fall 2015.	See 2.e.3	See 2.e.3		
	4 At least 50% of the students enrolled in CTHE and HLP programs will participate in at least 2 sessions presented by the Employability Skills Academy.	See 2.b.2	See 2.b.2	3P1 5P1 5P2	

PROGRAM NARRATIVE WORKSHEET

	5	Invite industry specific partners into the appropriate HLP and CTHE program courses to participate in the Employability Skills Academy sessions.	See 2.a.4	See 2.a.4	1P1 2P1 3P1 4P1 5P1 5P2	<p>advisory committee members and other advisory groups.</p> <p>5. Students will participate in learning activities focused on the needed “soft skills” for employment as deemed necessary and appropriate by advisory committee members and other advisory groups. At least, 50% of the programs will participate.</p> <p>6. At least 5 non-traditional students will participate in at least 2 services provided by the Employability Skills Academy.</p> <p>7. Participation in at least 2 advisory committee meetings by non-traditional student(s).</p>
	6	Under the direction of the Coordinator of Career Resources, identified non-traditional students will be provided with services from the Employability Skills Academy.	\$500	\$7000	3P1 5P1 5P2	
	7	One non-traditional student will be invited to each CTHE and HLP program annual advisory committee meeting.	See 1.a.1	See 1.a.1	3P1 5P1 5P2	
j. Assistance in overcoming barriers	1	Tutor training will emphasize the College Reading and Learning Association’s (CRLA) Level II requirements, including assisting nontraditional students, students with unique backgrounds (single parents, economically disadvantaged) and students with limited English proficiency.	\$1400 Tutor salaries	\$3000	3P1 5P1 5P2	<p>1. Tutoring Center will attain CRLA Level II Certification by Summer 2016; at least 60% of tutors will be individually certified at Level II.</p> <p>2. Provide students of targeted demographic clubs on campus, with information about nontraditional HLP and CTHE career options available at the college at least one time a year.</p>
	2	The Associate Dean of Career Technical & Health Education, Dean of Health Professions and Coordinator of Academic Support will host luncheons with target demographic clubs (Men of Distinction, Women of Character, Hispanic-Latino Association) to discuss nontraditional career options in Spring 2016.	\$500	\$0	3P1 5P1 5P2	

PROGRAM NARRATIVE WORKSHEET

	3	The Associate Dean of Career Technical & Health Education, Dean of Health Professions and Coordinator of Academic Support will work on identifying students in the following special populations: Single parent, Economically Disadvantaged, and Non-traditional Gender Occupations to create focused group sessions to overcome academic barriers at least two per year.	\$500	\$0	3P1 5P1 5P2	<p>3. Provide students an opportunity to attend focused group sessions with “like” students. At least 3 special population students per group will participate at in at least one session.</p> <p>4. 60% of tutors will report better awareness of faculty goals for students.</p> <p>5. Tutor will report on training; 60% of tutors will report having learned at least one new pedagogical strategy.</p> <p>6. At least 30 tutoring information brochures will be handed out at each event.</p>
	4	At least 8 tutors will attend at least 2 academic department meetings each by the end of Summer 2016.	See 2.f.2	See 2.f.2	3P1	
	5	At least 2 tutors will attend training related to tutoring diverse learners (adapting pedagogy to various races, sexes, and economic statuses) by Spring 2016. Tutor will present at tutoring staff meeting during Spring semester.	See 2.f.5	See 2.f.5	3P1 5P1 5P2	
	6	Academic Support Services will participate in at least two college-wide activities (e.g. Back to School Bash) promoting tutoring services.	See 2.f.6	See 2.f.6		
TOTAL PROPOSED EXPENDITURES			\$101,513	\$69,000		

PROGRAM NARRATIVE WORKSHEET

PRINCIPLE 3: ALIGNMENT AND TRANSITION

CTE Programs of Study (Career Pathways)

Describe planned activities that focus on offering CTE programs of study (POS) that: contain fully articulated curriculum from secondary to postsecondary education; lead to a certificate, credential, or degree; provide opportunities for students to participate in dual credit courses; and are aligned to the local labor market. (Programs of Study are described in section 122(c)(1)(A) of Perkins IV.)

ELEMENTS	ACTIVITIES		PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
a. Articulation of curriculum (curriculum alignment)	1	Continue to work with Monmouth-Roseville High School as our secondary partner and implement the articulated academic program utilizing Pathways to Results enrolling students by Fall 2015.	\$150	\$1500	3P1 5P1 5P2	1. Will align seamless transition to post-secondary Electrical curriculum by Fall 2015. 2. One secondary school will align seamless transition to post-secondary curriculum for one POS.
	2	Identify one secondary partner and develop articulated academic program utilizing Pathways to Results for 2016-2017.	\$250	\$1500	3P1 5P1 5P2	
b. Stackable Credentials	1	One new certificate or degree will be developed utilizing stackable credentials.	\$0	\$500		1. One additional career opportunity for students to attain.
c. Industry Recognized Credentials	1	Identify one manufacturing program to seek out an industry recognized credential.	\$500	\$1000	1P1 2P1 3P1 4P1 5P1 5P2	1. Students will have the skills and knowledge to attain for an industry-recognized credential for at least one manufacturing program.
d. Dual Credit	1	Create additional dual credit course in the CTHE and/or HLP arena.	\$250	\$1500		1. Provide one additional opportunity for high school students to attain a CTHE and/or HLP course.
	2					
e. Alignment of programs and the labor market	1	The Dean of Career and Corporate Development will attend at least one meeting involving the LWIA or WIB.	\$100	\$0		1. Continue the open dialogue between the college and the local workforce investment agencies.

PROGRAM NARRATIVE WORKSHEET

	2 Attendance at two conferences, seminars, workshops, webinars, etc. involving CTE and labor market by CTE faculty or staff.	\$500	\$1000	2. Maintain access to labor market information from a perspective outside of the local region as it relates to CTE programs.
TOTAL PROPOSED EXPENDITURES		\$1,750	\$7,000	

PROGRAM NARRATIVE WORKSHEET

PRINCIPLE 4: ENHANCED CURRICULUM AND INSTRUCTION

Describe planned activities that focus on strengthening the academic and career and technical skills of students in CTE programs through: integrating academics with CTE programs; including the same coherent and rigorous content standards in CTE programs as other college programs; and developing, improving or expanding the use of technology in CTE programs.

ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
a. Integrated academics and CTE programs	1 Recruit general education faculty to attend a professional development activity, such as STEM conference, at which integration of general education into CTHE and HLP programs are discussed.	See 1.b.	See 1.b.	1P1 3P1	1. Increase knowledge of at least 1 general education faculty about CTHE and HLP content and programs. 2. At least 2 faculty will receive opportunities to refresh or learn new skills and knowledge relative to subjects they teach in CTHE and/or HLP programs.
	2 Provide professional development activities, workshops, seminars, webinars, and conferences such as STEM conference, AACC Workforce Development Institute, National Council for Workforce Education, for faculty to attend that focus on integration of academics in CTHE and/or HLP programs.	\$3000	\$15,000	1P1 2P1 3P1 4P1 5P1 5P2	
b. Content Standards	1 Review of respective accreditation standards by Dental Hygiene, Nursing, Paramedic, and Mortuary Science program faculty to ensure curriculum is aligned with respective national academic standards.	\$0	\$5000	1P1 2P1 3P1 4P1 5P1 5P2	1. Maintain accreditation status of Dental Hygiene, Nursing and Mortuary Science and acquire accreditation of the Paramedic program; curriculum will be current with accreditation standards. 2. New CTE programs will meet state guidelines for general education content.
	2 Any new CTHE and/or HLP programs developed will have the required hours of general education credit hours as required by the ICCB.	\$0	\$2000		

PROGRAM NARRATIVE WORKSHEET

c. Use of technology in CTE programs	1	Attendance at a technology-centered conference or training, such as E-Learning, by CTHE and/or HLP faculty.	\$1000	\$2000	1P1 2P1 3P1 4P1 5P1 5P2	<ol style="list-style-type: none"> At least 2 CTHE and/or HLP faculty will obtain knowledge and skills on technology utilized in the classroom and / or respective profession. Continue input from advisory committee to ensure CTHE and HLP programs will have current information regarding technology used in the workplace for each respective industry.
	2	Discuss technology used in the workplace at all CTHE and HLP program advisory meetings.	See 1.a.1	See 1.a.1		
Describe planned activities that focus on efforts to provide integrated basic skills and career and technical education programs for adult students (in adult career pathway programs) to upgrade their technical skills, in preparation for high wage, high demand occupations						
ELEMENTS	ACTIVITIES		PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
d. Integrated basic skills and career and technical education programs	1	Recruit students to participate in the Health Initiates Program (Bridge program for prospective health career students) through post-COMPASS advising.	\$500	\$3500	1P1 2P1 3P1 4P1 5P1 5P2	<ol style="list-style-type: none"> 15 students will participate in Health Initiates Program upgrading skills in preparation for high wage, high demand occupations. Create and implement these review sessions to prepare students in taking specific admission testing. Increase overall admission into these CTHE and HLP programs by 2% that require set admission testing scores.
	2	Create review sessions for CTHE and HLP students preparing to enter programs that require specific admission testing – i.e., TEAS V, TEAS AH, HOBET, etc. Implement in Spring 2016.	\$1500	\$5000	1P1 2P1 3P1 4P1 5P1 5P2	
TOTAL PROPOSED EXPENDITURES			\$6,000	\$32,500		

PROGRAM NARRATIVE WORKSHEET

PRINCIPLE 5: PROFESSIONAL PREPARATION AND DEVELOPMENT

Describe planned activities that focus on providing professional development opportunities for faculty, guidance counselors and administrators: to ensure they stay current with all aspects of an industry; to provide faculty externship programs that offer relevant business experience; and to provide trainings to faculty and staff on the effective use and application of technology to improve instruction.

ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
a. Current industry standards/innovations	1 Attendance at an industry-centered conference or training, such as AACC Workforce Development Institute, by CTHE and/or HLP faculty or staff.	\$2000	\$4000	1P1 2P1 3P1 4P1 5P1 5P2	1. 2 CTHE and/or HLP faculty will obtain industry knowledge and skills on current industry standards / innovations utilized in the classroom and / or respective profession.
b. Faculty externship opportunities	1 Provide professional development activities, workshops, seminars, webinars, and conferences for faculty to attend that focus on integration of internships in CTHE and/or HLP programs. 2 At least 1 faculty from a CTHE and/or HLP program will spend at least 16 hours exploring and observing an industry partner’s operations within their scope of trade or profession. We plan to submit a proposal for the Externship Perkins Grant to build upon this model.	\$1000 See 1.b.3	\$5000 See 1.b.3	1P1 2P1 3P1 4P1 5P1 5P2 1P1 2P1 3P1 4P1 5P1 5P2	1. 2 faculty will receive opportunities to refresh or learn new skills and knowledge relative to subjects they teach in CTHE and/or HLP programs in preparation for students to participate in internships. 2. Ensure current and relevant content and best practices are occurring within the CTHE and HLP programs and align with work force needs. The faculty who participates will provide a report on the experience.
c. Use and application of technology	1 Participation of CTHE and/or HLP faculty in Tech Connect presented by Carl Sandburg College.	\$0	\$4000	1P1 2P1 3P1 4P1 5P1	1. At least 3 CTHE and/or HLP faculty will learn current technology available for use in the classroom.

PROGRAM NARRATIVE WORKSHEET

					5P2	
Integrated Programs						
Describe planned activities that focus on training faculty, guidance counselors and administrators involved in integrated CTE programs on the following topics:						
ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES	
d. Integrating academics and career and technical education	1 Full-time faculty and staff in CTHE and/or HLP will participate in professional development activity related to respective roles and responsibilities in the department. Component of activity will include methods to incorporate general education into CTE.	\$6500	\$15,000	1P1 2P1 3P1 4P1 5P1 5P2	1. 100% of full-time faculty and staff affiliated with CTHE and/or HLP will gain skills and knowledge to make an improvement to their contribution to the respective program(s).	
e. Teaching skills that include promising practices	1 Participation by faculty and / or staff from CTHE and/or HLP programs in at least one professional development activity in which they will document anticipated effects of the activity prior to attending and document actual effects of the activity on the respective CTHE and/or HLP program after participating in the activity. Those attending will share the summary report in a department meeting with colleagues.	\$1000	\$8000	1P1 2P1 3P1 4P1 5P1 5P2	1. At least 4 faculty and / or staff will participate in evaluating the effectiveness of at least one professional development activity as it relates directly to a program. Other faculty and / or staff will learn of relationship between participation in professional development activity and implementation in a career program.	
f. Improving parental and community involvement	1 The Dean of Career and Corporate Development and/or Dean of Health Professions will speak at community and /	\$250	\$500		1. Members of the community, including parents, will have the opportunity to learn of	

PROGRAM NARRATIVE WORKSHEET

		or K-12 events promoting the CTHE and HLP programs.				CTHE and HLP programs at a minimum of 2 events.
g. Using research and data to improve instruction	1	Incorporate research into the curriculum culminating in a poster session.	\$250	\$5000	1P1 2P1 3P1 5P1 5P2	1. At least one CTE program's students and faculty will apply research and data skills to a real-life project while educating participants at a poster session.

PROGRAM NARRATIVE WORKSHEET

<i>Faculty Recruitment, Retention and Transition</i>						
Describe planned activities that focus on: recruiting and retaining CTE faculty, and career and academic counselors, including individuals in groups underrepresented in the teaching profession; and improving the transition to teaching from business and industry.						
ELEMENTS	ACTIVITIES		PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
h. Recruitment / Retention of CTE faculty and staff	1	100% of position openings, related to CTE, will be advertised in at least 1geographic region where recruitment of underrepresented group in the respective CTE field is likely.	\$0	\$5000		1. 100% of CTE position openings will be advertised in geographical region where underrepresented groups are likely.
i. Recruitment / Retention for underrepresented CTE faculty and staff	1	100% of position openings, related to CTE, will be advertised in at least 1geographic region where recruitment of underrepresented group in the respective CTE field is likely.	See 5.h.1	See 5.h.1		1. 100% of CTE position openings will be advertised in geographical region where underrepresented groups are likely.
j. Transition to teaching	1	Participation in the mentoring program as either a mentor or mentee by CTE faculty.	\$0	\$1500	1P1 2P1 3P1 5P1 5P2	1. Three CTE faculty will receive mentoring from peer or provide mentoring to a peer as well as improve transition to teaching from business or industry.
TOTAL PROPOSED EXPENDITURES			\$11,000	\$48,000		

PROGRAM NARRATIVE WORKSHEET

PRINCIPLE 6: PROGRAM IMPROVEMENT AND ACCOUNTABILITY

Describe planned activities that focus on: continuously evaluating and improving CTE programs; ensuring program quality is improved, expanded, modernized and includes relevant technology; and ensuring services and activities are of sufficient size, scope and quality.

ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
a. Evaluation and improvement process	1 The Dean of Corporate and Career Development, Associate Dean of Career Technical & Health Educations and Dean of Health Professions overseeing CTHE programs will continue to conduct program evaluations on programs that are accredited or seeking accreditation to be completed annually by the collection and examination of evidence to support program performance determinations. Evidence will include course evaluations, program evaluations, graduate surveys and employers surveys. A collaboration of faculty, administration, graduates and industry representatives will jointly discuss, analyze, and finalize the evaluation findings in appropriate advisory committee meetings.	\$0	\$2000	1P1 2P1 3P1 4P1 5P1 5P2	1. Understand the perceived work readiness of graduates from the perspectives of graduates, graduate supervisors and managers. An additional outcome is to identify needs of graduates from the aforementioned stakeholders which can direct program improvements. 2. Understand the perceived work readiness of graduates from the perspectives of graduates, graduate supervisors and managers. An additional outcome is to identify needs of graduates from the aforementioned stakeholders which can direct program improvements.
	2 The Dean of Corporate and Career Development, Associate Dean of Career Technical & Health Educations and Dean of Health Professions overseeing CTHE programs will begin developing a plan to evaluate all the other CTHE programs including how often, what methods will be used and how we will evaluate improvements by implementing a formal program evaluation plan that consistently evaluates all CTHE programs on a regular basis.	\$0	\$2000	1P1 2P1 3P1 4P1 5P1 5P2	

PROGRAM NARRATIVE WORKSHEET

b. Improved, expanded or modernized program quality	1	Upgrade outdated equipment and supplies for lab and instructional materials to stay current with changes/needs and increase student retention.	\$6500	\$20,000	1P1 2P1 3P1 4P1 5P1 5P2	<ol style="list-style-type: none"> 1. Outdated equipment will be updated as funding becomes available. At least 50% of CTHE and/or HLP programs will update supplies and / or equipment. 2. At least 5 faculty and / or staff will participate in at least 1 activity to increase program quality.
	2	Faculty and staff will participate in professional development activities related to ensuring improvement of program quality; expanding, modernizing, and inclusion of relevant technology.	\$1,000	\$5,000	1P1 2P1 3P1 4P1 5P1 5P2	
c. Services and activities are of sufficient size, scope, and quality	1	Continue implementation of Employability Skills Academy for all AAS and certificate programs.	See 5.f.2	See 5.f.2	3P1 5P1 5P2	<ol style="list-style-type: none"> 1. At least 50% CTHE and/or HLP students will participate in at least 2 services or activities offered by the Employability Skills Academy.
	2					

Special Populations

Describe planned activities that focus on: assessing how the needs of special populations are being met and assisting and enabling special populations to meet State adjusted levels of performance.

ELEMENTS	ACTIVITIES	PERKINS RESOURCES	NON-PERKINS RESOURCES	PIP	EXPECTED OUTCOMES
d. Special Populations needs assessment	1	Coordinator of Academic Support will work with the Accessibility Team in regular meetings to design and implement accessibility policies and procedures.	\$1000 Salary	See 2.d.1	<ol style="list-style-type: none"> 1. Accessibility Team will develop a timeline to meet various accessibility standards by Spring 2016. 2. 30% of faculty will participate in the voluntary reviews with 80% accessibility compliance each semester.
	2	The Faculty Teaching and Learning Association (FTLC) and Academic Support Services will request voluntary accessibility reviews from faculty for courses in Fall 2015, Spring 2016, and	See 2.d.2	See 2.d.2	

PROGRAM NARRATIVE WORKSHEET

	Summer 2016 semesters (ensuring access to special populations – students with disabilities and LEP).					3. Tutor will report on training; 60% of tutors will report having learned at least one new pedagogical strategy.
3	At least 2 tutors will attend training related to tutoring diverse learners (adapting pedagogy to various races, sexes, and economic statuses) by Spring 2016. Tutor will present at tutoring staff meeting during Spring semester.	\$100 Tutor salaries	See 2.f.6	3P1 5P1 5P2		4. Coordinator will implement strategies for preventing discrimination and enabling success of special populations learned at the conference.
4	Coordinator of Academic Support will attend at least one special populations-centered professional development conference.	See 2.g.2	See 2.g.2			5. Tutoring Center will attain CRLA Level II Certification by Summer 2016; at least 60% of tutors will be individually certified at Level II.
5	Tutor training will emphasize the College Reading and Learning Association’s (CRLA) Level II requirements, including assisting nontraditional students, students with unique backgrounds (single parents, economically disadvantaged) and students with limited English proficiency.	\$600 Tutor salaries	See 2.j.1	3P1 5P1 5P2		
6	The Associate Dean of Career Technical & Health Education, Dean of Health Professions and Coordinator of Academic Support will host luncheon with target demographic clubs (Men of Distinction, Women of Character, Hispanic-Latino Association) to discuss nontraditional career options in Spring 2016.	See 2.j.2	See 2.j.2	3P1 5P1 5P2		6. Provide students of targeted demographic clubs on campus, with information about nontraditional HLP and CTHE career options available at the college at least one time a year.
7	The Associate Dean of Career Technical & Health Education, Dean of Health Professions and Coordinator of Academic Support will work on identifying students in the following special populations: Single parent, Economically Disadvantaged, and Non-traditional	See 2.j.3	See 2.j.3	3P1 5P1 5P2		7. Provide students an opportunity to attend focused group sessions with “like” students. At least 3 special population students per group will participate at in at least one session.

PROGRAM NARRATIVE WORKSHEET

		Gender Occupations to create focused group sessions to overcome academic barriers at least two per year.				
e. Special Populations levels of performance	1	Academic Support Services will evaluate disability support program efficacy based on student achievement at the end of Fall 2015 and Spring 2016 semesters.	\$4500 Salary	\$0		1. Average performance of students with disabilities will be within 8% of average performance of general student population.
TOTAL PROPOSED EXPENDITURES			\$13,700	\$29,500		

POSTSECONDARY PERKINS BUDGET WORKSHEET

This form must be submitted in Excel spreadsheet format. Perkins dollar amounts documented for each principle on the Program Element Worksheet (Form 4) should be reflective of the dollar amount provided for each expenditure account on the Budget Worksheet.

COMMUNITY COLLEGE:	Carl Sandburg College
---------------------------	-----------------------

	Functional Expenditure Categories							
	A	B	C	D	E	F	G	H
Expenditure Accounts	Salaries	Employee Benefits	Contractual Services	Gen. Materials & Supplies	Travel Expenses	Capital Outlay	Other Expenditures*	TOTAL
1 Leadership, Organization and Support	\$1,600.00		\$7,000.00	\$1,009.00	\$2,250.00			\$11,859.00
2 Access, Equity and Opportunity	\$20,820.00	\$4,593.00	\$5,000.00	\$2,100.00	\$1,400.00	\$67,600.00		\$101,513.00
3 Alignment and Transition				\$100.00	\$1,650.00			\$1,750.00
4 Enhanced Curriculum and Instruction			\$450.00	\$1,550.00	\$4,000.00			\$6,000.00
5 Professional Preparation and Development				\$250.00	\$10,750.00			\$11,000.00
6 Program Improvement and Accountability	\$6,200.00				\$1,000.00	\$6,500.00		\$13,700.00
SUB-TOTAL								
7 General Administration**	\$6,175.00	\$1,500.00						\$7,675.00
8 TOTAL COSTS	\$34,795.00	\$6,093.00	\$12,450.00	\$5,009.00	\$21,050.00	\$74,100.00	\$0.00	\$153,497.00

* Attach a short description of any costs listed under Column G (Other Expenditures).

**General Administration costs may not exceed 5% of the college total federal allocation.

BUDGET MODIFICATION PROCESS

Budget modifications of up to 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval.

Budget modifications over 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

(Budget Modification Request Form will be used for all budget modification requests requiring ICCB approval)

Signature of College Administrator

Date

PROGRAMS OF STUDY (POS) INVENTORY			
PROGRAM OF STUDY TITLE FY 2016 FOCUS	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	OBJECTIVES <i>Provide a brief explanation for why this POS was selected as the focus, include main objectives and intended outcomes. (Reasoning should also be provided for any POS that does not meet the minimum expectations and/or quality standards.)</i>
Criminal Justice CIP 43.0107	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Access, Equity and Opportunity Expanding the curriculum to include forensics and adding a crime lab to the main campus. Continuous engagement with area vocational center to ensure high school CTE classes provide seamless transition to classes at Carl Sandburg College.
PROGRAM OF STUDY TITLE List all POS developed to date	MEETS MINIMUM EXPECTATIONS	MEETS QUALITY STANDARDS	UPDATE 1) <i>Provide an update on the progress related to each POS.</i> 2) <i>For any POS that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement.</i>
Basic Industrial Manufacturing Maintenance CIP 47.0303	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Alignment and Transition This certificate is the first semester for three A.A.S. degrees – Rail/Off Highway Motive Power Electrical Technician; Locomotive Electrical and Locomotive Mechanical.
Welding CIP 48.0508	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Access, Equity and Opportunity Main campus lab will be expanded to 25 welding stations in 2015 which will provide 10 more seats in all sections of welding courses. Continuous engagement with area vocational center to ensure high school CTE classes provide a seamless transition to classes at Carl Sandburg College.
Automotive Technology CIP 47.0604	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Access, Equity and Opportunity A new advanced electrical automotive certificate will run spring of 2016 for personnel who have worked in the industry for at least two years. Equal access to all resources has been made available to all students in Carl Sandburg College district, industries are engaged in process so that students are trained in appropriate areas as jobs become available.

FORM 6

ILLINOIS COMMUNITY COLLEGE BOARD
FY 2016 Postsecondary Career and Technical Education Plan

			POS partners are actively engaged in the advisory committee and curriculum modifications.
Graphic Communications Specialist CIP 10.0303	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Program Improvement and Accountability Data collection and use of data provided the lack of evidence for the continuation of this program. Program was closed.
Computer Networking Specialist CIP 11.0901	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Access, Equity and Opportunity Program has been revised from two degrees to one with four stackable certificates. Using special populations' data for program improvement, the focus continues to be on increasing in the number of women enrolled in the program and who will complete.
Radiologic Technology CIP 51.0911	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Alignment and Transition The sequence of instruction aligns with industry standards as well as being the base for stackable certificates in the advanced imaging fields. Currently offering CT and MRI certificates.

(Add additional rows as necessary.)