

Perkins V Guiding Principles and Grant Application

January 2021



(Chris)

Hello everyone. Welcome to this review of the Perkins V Guiding Principles and Grant Application. This webcast is being recorded today.

Welcome

Today we are going to think about opportunities the law presents and how to inform CTE program development and plan for the 21-22 grant application.



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My name is Chris Lenske and I'm the grant specialist with the CTE Team.

And I'm Sara Baird, the Assistant Director of the CTE team, and we will facilitate this presentation, designed to help you understand the intention of the law passed in August 2018 and it's connection to your grant application (including the comprehensive local needs assessment).

So let's use this time together to think about opportunities the law presents to us and about how we can use this information to develop and grow CTE programs and plan for the 21-22 grant cycle.

Agenda

Strengthening CTE for the 21st Century Act

- A. Perkins V changes the game (opportunities)
- B. Grant application
- C. Moving forward
- D. Planning for 2021-2022



(Chris)

This review will help:

- guide your understanding of the law and opportunities it presents;
- the connections to the grant application
- inform your CTE program development moving forward; and
- how to begin planning for next year's application.

As we go through the presentation today, feel free to put clarifying questions that you have into the chat and we'll address them at the end.

Perkins V Guiding Principles

New Opportunities



- Needs assessment (CLNA)
 - Stakeholder engagement
 - Data analysis
- Data-driven decisions (focus on filling gaps)
- Student outcomes
- Moving the needle on quality CTE programs



(Chris)

Under the Strengthening CTE for the 21st Century Act (or as we refer to it, Perkins V, as it's the fifth iteration of the original law), much of the law stayed the same as it was under Perkins IV.

However, there are also intentional changes that present new opportunities and a fresh look at:

- How CTE program decisions are made,
- How quality is implemented and
- How successful student outcomes can be achieved.

The linchpin of these changes rests in the **comprehensive local needs assessment**.

The CLNA, is the lever to gain broad stakeholder involvement; it serves as the vehicle for data analysis, and is the **driver** of moving programs forward.

Once data analysis is complete and gaps are identified, **decisions** are made related to future practices and priorities that will fill the gaps in a way that leads to positive **outcomes for all students**.

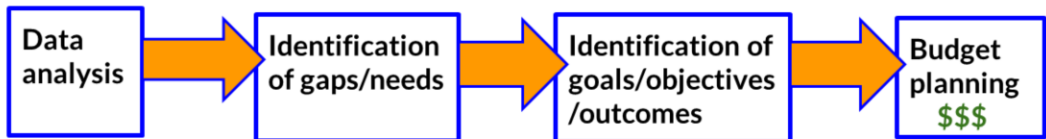
Perkins V is an opportunity to truly look at what's working to move the needle forward for your programs. This new approach opens up opportunities for grant recipients to pivot from what they had done for years previous, in order to take the next steps toward robust and **quality career pathways**.

Perkins V Guiding Principles



Opportunities (continued)

- Equity
- Strategic plan that addresses gaps = utilizing funds



(Sara)

The law recognizes that equitable practices are also tied to quality CTE programs. As such, it provides grant recipients an opportunity to take a deep look into what is and is not working for certain groups of students in the form of equity. The funding supports recipients in taking the necessary steps to implement promising practices that meet the needs of all students. To level set our collective thinking, here is our definition of educational equity (hop to slide 6 and then hop back to slide 5).

Because of our history of marginalizing groups of people, equity is the reason that the data you review must be disaggregated by special populations and racial and ethnic groups to ask the questions:

- Where are you seeing disproportionality, or gaps, in your data?
 - “Who is participating in a particular career pathway and who is not?” [For example, you see that there are no girls in the manufacturing pathway.]
 - “Who is taking dual-credit courses and who is not?”
- The next step is doing the hard work of root-cause analysis to determine the “**why**” behind the data.

Once your CLNA was completed, you developed your application, which is

essentially a strategic plan for addressing the identified gaps through your budget. In other words, you identified goals and the objectives (or the activities), that would help you reach your goals. And then laid out use of financial resources through your budget process.

We saw many agencies leverage these opportunities to approach their grant application in a slightly different way than they had in the past.

Equity

“Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.”

([Wisconsin Department of Public Instruction](#))

Sara--jump to this slide to share equity definition to level-set people’s thinking about what “equity” means.

Leveraging Perkins V Opportunities

CLNA Results **drive** Goals **drive** Objectives/Activities **drive** Spending



Strategic Planning Decisions based on CLNA:

- narrowing of gaps • determining career pathways • determining courses
- expanding quality career pathways • equitable practices
- PD and training • purchase priorities



(Chris)

The requirement that Perkins spending must be tied to needs identified through your CLNA, is an intentional shift away from how spending decisions were made in the past.

Grant application reviewers felt that while applications did reflect goals aimed at mitigating gaps, the objectives or activities to accomplish the goal weren't always clear.

Likewise, the tie to expenses was not always clear. In other words, there wasn't a clear relationship between the CLNA results and spending plans.

For example: In more than once case we saw that CLNA results showed gaps related to disproportionate student enrollment of minority students, yet no activities or resources were identified in the application or budget to increase enrollment for for those students. In this scenario capital equipment was being purchased for a course, which has no tie to increasing minority student enrollment.

In this case, since activities, strategies, or programs toward more equitable practices were not implemented, an opportunity to close the gap and increase

positive student outcomes was missed.

In a similar situation, where equity gaps were noted within a district, the applicant allocated local funds to specifically bring in minority speakers through the ACP career exploration. Also, student fees for field trips were completely removed as stakeholders observed a tie between minority students and economically disadvantaged students. This year, Perkins was targeted for all field trips in all CTE courses.

As mentioned earlier, the CLNA is intended to be the driver that provides a clear map on where you need to go. It changes everything about how education and spending decisions are made.

- If your budgets were basically the same as they've been in the past ... you probably missed leveraging opportunities.

Along these lines, reviewers saw a fair amount of applicants that seemed to be operating their programs the same as in past years. Meaning that in spite of the CLNA process, spending priorities very much mirrored past budgets.

All of that being said, we definitely recognize that the first year of the CLNA process and preparing for this year's grant application was a bit like shooting in the dark. In many cases we, along with you, were building this new ship as we were sailing it.

Leveraging Perkins V Opportunities

Strengths

CLNA process hallmarks

- Collaborative effort (stakeholders)
- Assess data on what's working and not working (gaps and strengths)
- Analysis of gaps (root-cause analysis)
- Determine program needs and goals (to fill gap)



(Sara)

So, let's take a look at some ways we saw opportunities leveraged through your Perkins grant applications this year.

- It's clear that your leadership teams took tremendous steps to collaborate and wrap your heads around the opportunities the law provided. You assembled your teams, attended the technical assistance meetings, and used the Perkins webcasts, to guide you through the process. (That was really excellent to see.)
- We saw you use the CLNA process as an opportunity to develop a CTE strategic plan, with goals to better meet student needs.

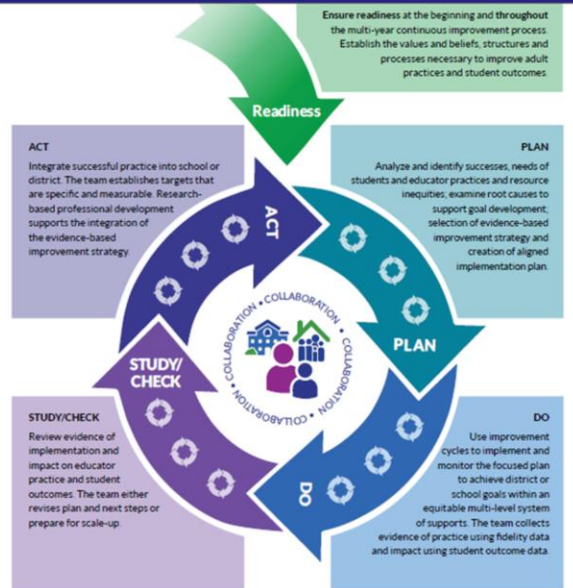
We noted that hallmarks of strong applications were a result of a robust **CLNA process** that:

- built on stakeholder connections that already existed, and filling in where the law required new partners;
- tackled how to address gaps in participation or successful outcomes through a root-cause analysis process; and
- used that process to identify strategies or activities to mitigate the gaps and achieve your goals.

It is not lost on us that this required some really tough discussions with your district leadership and stakeholders, that you may not have never done before.

Moving Forward

- Reflect on process
- Continuous improvement cycle
- 2021-2022 application



(Sara)

In looking at where things started a year and a half ago and where we are now, we can all hopefully see more clearly where we need to go to leverage opportunities. This is a good thing. Some of you have already shared with me, that after going through the process once, you now have a better understanding of how it all fits together.

The CLNA is the most critical piece of your grant application. So, here's a question I want you to think about:

How can we shift away from the CLNA and grant application as just an exercise in compliance, to using the Perkins opportunities as a tool for continuous improvement?

You've done your planning and are now in the "do" phase. So, how will you **study** and **check** what you're doing? In other words, how will you review evidence of your implementation and impact on student outcomes? Does your plan need to be revised? Do you have a feedback loop set up with your stakeholders that will inform adjustments or future planning?

There are things that we're evaluating on our end to make things better too. We're going to:

- Provide additional technical assistance to help you achieve better alignment between your CLNA results, spending and desired outcomes.
- Also develop data dashboards that reflect robust data sets for you to use in your analysis, along with additional training on how to use them and
- We're going to look for ways to streamline the application, especially where there seem to be redundancies.

Moving Forward

Consider ...

- Adjustments needed
- Moving quality CTE forward next steps
- Inequities not yet addressed



(Chris)

In just a few months, you'll be completing your application for next year. Remember, you will **not** be conducting a **new** CLNA process for the 2021-2022 application. Your CLNA results from last year will carry over automatically to the new application, with the exception of your objectives.

We are allowing for adjustments in objectives and spending because you may have found that your short- and long-term objectives were unrealistic or unattainable (particularly in light of COVID-19). You don't want to work under a set of expectations that aren't realistic, and we get that. So, if you wish to revise those fields, you will have the ability to edit them.

So we'd like you to consider, what are some of the small steps that can be taken to move programs forward:

- What are the priorities now and into the future? (Start with the things that can be most easily addressed first.)
- Keep your sights on the goals of quality CTE. How can you keep moving those quality elements forward? Have your CTE leadership teams determined next steps?
- What inequalities were exacerbated with COVID, and what can be done

about them?

- How can you better use the information you gleaned from the CLNA to move learning forward for **all** students.

Moving Forward

Questions

1. What are some things you learned through your CLNA and grant application process, and what will you change moving forward?
2. What areas can be reinforced in your application for next year?
3. What are the opportunities that you want to take greater advantage of?



(Chris)

Building off of that and what we've covered today, we'd like you to do some reflection and sharing in the chat box.

Of these three questions, what is coming to the forefront for you? Share:

- Something you learned through your CLNA and grant application process (in terms of the process), and what you'll change moving forward.
- What areas of your process can be built upon for this year's application?
- What are the opportunities that you want to take greater advantage of?

Again, in the chat, please put your response to one of these questions with the question number in front of your response. So if you're responding to question 2, just type in 2 along with your response.

[Allow 1m]

FY2021-2022 Grant Application

Webcast Series

- I. Grant application preparation
- I. Review application instructions
- I. Perkins application demonstration (walk-through)



(Chris)

To prepare for the 2021-2022 application, we'll have a series of webcasts to assist you. Exact dates are to be determined at the moment.

The application timeline will be posted to the Perkins grant page shortly. But I can confirm that as in the past, the application will be available for you to complete in the WISEgrants system the first week in March with all applications due on April 30th.

In the next webcast later this month, or the first week in February, we'll discuss:

- How to prepare for completing the application,
- What is needed for approval of new Career Pathway and
- Budgeting rules

Later in February, we'll provide an opportunity to discuss the application instructions and walk through the system functionality later in .

What would you like me to be sure to cover? You can just post that in the chat.

While you're doing that I want to make you aware of the federal funding conference that DPI in collaboration with the Wisconsin Association of School Business Officials put on each year. It will be held virtually and will be free of cost this year. This is a good opportunity to learn more about other federal grants your district is receiving, and collaborate with your business office on Perkins, as I'll be doing an introductory session on Perkins. I'll forward the information on registration and sessions for you to determine your level of participation in the conference.

Reflection on Our Goals

1. **One way I can...**
2. **One way that...**
3. **One thing I will do to...**

Choose a sentence starter and share your thoughts.

Stay connected to Carl Perkins staff @ <https://dpi.wi.gov/cte/carl-perkins>

For more information:

- [Carl Perkins](#)
- [Technical Assistance](#)
- [WBL](#)
- [Career Pathways](#)
- [Career and Technical Education](#)

(Sara)

Thank you so much for exploring the guiding principles of Perkins V. Don't hesitate to reach out with questions or for additional resources and support.

Our goal today was to have you think more about your CLNA; taking a look back and forward to your next application.

To wrap things up, we've given you some sentence starters here, please pick one to share with your colleagues by responding to it in the chat. It can be something connected to how you answered the earlier questions or something that came totally out of the blue for you today, and that you made a mental note about.

If you are participating by phone or watching this on your own at a later time, voice your reflections out loud. Verbalizing your thoughts helps solidify your learning.

We've also included on this slide resources available to keep you connected to the work related to CTE. [Connection to ACP self assessment.](#)

Thank you so much for exploring the guiding principles of Perkins V. Don't hesitate to reach out with questions or for additional resources and support.

We've had some questions come in, so let's try to address some of those in the time

we have left.

[Chris will jump in]