Guidance for Completing Carl Perkins IV Application
Wisconsin Department of Public Instruction
FY 2018-2019

Application Overview

Beginning with the 2018-2019 grant application cycle, the Carl Perkins Act IV grant application will be processed and managed through the DPI WISEgrants portal. The following provides information as to requirements and guidance on completing the CPA IV application within the WISEgrants system and additional documentation.

Subaward Requirements

a. Consortium agreements should be in place between the fiscal agent and member districts prior to completion of the application.

b. Assurances: CTE Coordinators, agencies and signing authorities should read and fully understand each assurance. By signing the assurances, the fiscal agent authority certifies that all information is true and correct; agrees to comply with federal/state regulations; agrees to maintain documentation of general assurances at the local level; and conducts approved programs in accordance with state and federal laws, rules, and regulations throughout the grant period.
    i. General assurances are those items that are required under EDGAR (Education Department General Administrative Regulations), or related laws for which the fiscal agent is required to provide documentation in the event of an audit.
    ii. CPA IV assurances are those items that are required under CPA IV or CPA IV State plan.

c. All sections completed to the detail required by the application deadline

d. Annual updates are required for the following sections:
    i. Federal Core Performance Indicators;
    ii. CPA IV Budget; and
    iii. Narrative sections (on an as needed basis prior to the five year renewal).

e. A 5-year application renewal updates are required for the following sections:
    i. CTE Program Narrative
    ii. Program of Study Narrative

Pre-Application Tasks

CTE Coordinators and others who need to access WISEgrants must have a professional WAMS ID. To register, individuals will need to use a work e-mail address. The WAMS “A Quick-Start Guide” can assist you in this process.

Grant Management Instructions

The application is accessed through the WISEgrants portal by personnel who have been granted access to the system. Resource materials for completing the application are provided within this guide or as links. Key elements for narrative responses are provided to assist applicants with providing comprehensive responses.

When completing the application within WISEgrants, applicants will have the ability to save responses as they move through the application.

A) Access to the WISEgrants portal

a. The WISEgrants portal can be accessed at: https://dpi.wi.gov/wisegrants/web-portal
b. Enter credentials.
c. Once in the portal, click on "Application Claim Review" and select CPA IV to begin the application process. Only authorized users will be able to access the CPA IV application.

B) The Carl Perkins IV Grant Management tasks:

a. Fund Management Selection by all LEAs who are allocated funds (WISEgrants)
b. Authorizer signs off on General Assurances and CPA IV Assurances (WISEgrants)
c. Complete LVEC/CTEC Contact Information via Google Forms (CPA IV application website)
   * Consortia must also *upload* the District Designee contact list in the word document provided on the CPA IV Application website, to the LVEC/CTEC google form.

Application Section Instructions

The application consists of the following four main sections. The boxed text in each section of this guide provides considerations for responses along with examples.

- Non-Compliance with Core Performance Indicator workbook (CPA IV application website)
- Career and Technical Education (CTE) Work Plan (WISEgrants)
- Program of Study (POS) Narrative (WISEgrants)
- Budget (WISEgrants)

Application Timeline

Activity	Date
New grant year available in WISEgrants	March 1
Application due	April 30
Application review by DPI	April 1 – June 15
Application corrections/approvals	May 1 – June 30
Grant year begins	July 1

Non-Compliance with Federal CPA Performance Indicators [CPA IV, SEC 123 4(b)]

The purpose of the Non-compliance narrative is to ensure LEAs are aware of those areas in which they are not meeting federal performance goals for Career and Technical Education and to develop a plan to meet the goals. Further, if an indicator has not been achieved for three years in a row, "Continuous Improvement" requires that a portion of the allocated CPA IV grant funds be directed to evidence based strategies designed to meet the required performance level.

The Non-compliance district profiles are located on the CTE CTEERS website while the Core Performance Indicators workbook is located on the CPA IV Application webpage. The workbook contains detailed instructions (Directions Tab) related to the spreadsheet and workbook functions.

1. Notice the indicator(s) that your district/consortium is in non-compliance with and describe a plan to achieve compliance. The LEA Non-compliance information is found within the 16-CI-LEA-DB tab of the workbook. Non-compliance is denoted by a "No" in any of the Core Indicator columns as labeled: 1S1, 1S2, 2S1, 3S1, 5S1, 6S1 and 6S2. A "No" means that neither Standard A nor Standard B (see CTEERS District Profile report) was met.

2. Complete sections A, B and C of the Non-compliance tab as needed, based on Non-compliance scores ("No") for each indicator.

Non-Compliance Narrative:
Applicants must complete the narrative cells within the workbook (Non-compliance tab) for those core indicators in which there is non-compliance. At least one activity (strategy) must be described, that the LEA will implement to gain compliance. For consortia, all districts that are in non-compliance on the same core-indicator can be grouped together within the workbook as long as the activities indicated apply to all the non-compliant districts, otherwise group them according to the activity. Once completed, save the workbook as: Noncompliance-Fiscal agent name, in an electronic file for your records and upload it to WISEgrants via the WISEgrants Non-Compliance with Core Performance Indicator screen.

Part A: Indicate your district's strategy to address non-compliance.

Activities/strategies to be implemented should be mindful and relevant to the indicator that is in non-compliance, with a focus on coming into compliance.

Part B: For a LEA that has all 3 columns of "No" for an indicator over the last three years, indicate the activity/strategy in which CPA IV funds will be used to address the non-compliance; thus bring percentages into compliance. CPA funds must be utilized to improve outcomes and must be reflected in the Budget Section of the application with the rationale "Non-compliance with Indicators".

Activities/strategies should be mindful and relevant to the indicator that is in non-compliance. Relevant expenses must be identified in the budget through Non-compliance with Core Performance Indicator rationale.

Part C: Compliance with Monitoring: All fiscal agents must describe the process or policies that are in place to ensure that accurate reporting to DPI occurs. If you feel there is a discrepancy in the data, describe findings and the any corrective action taken.

Outline quality data collection and reporting procedures and protocols that ensure accurate collection and reporting of data to DPI.

CTE Program Narrative Questions (9 questions) [CPA IV, SEC 134(b)]

[This section's responses will cover the LEA for a period of five years. If there are changes to the program prior to that time, updates should be made at the time of annual application.]

Each LEA/Consortium fiscal agent shall describe how Career and Technical Education programs are carried out. Each question is limited to 500 words (approximately 2,000 characters). Responses should be clear and concise and provide a clear picture of what is taking place within the district or consortium.

Consortia fiscal agents should group districts together according to similar approaches/strategies for each question when providing the response. All districts should be reflected in the responses.

1. Describe how professional development related to integration of coherent and rigorous content aligned with challenging academic standards and relevant Career and Technical Education will be provided to teachers, administrators and school counselors.

List the type and purpose of PD opportunities available to district personnel, particularly related to the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE courses/activities. Example: Districts XX and YY are establishing PD related to address academic standards so that students may receive science equivalency credits. Instructors will be required to align content in Core Subject areas. In addition PD related to NTO science will ensure that counselors, support staff and academic personnel are aware of current occupational data and trends. The PD includes five workshops throughout the year where employers will be brought in to present information on emerging opportunities in new fields and provide an understanding of developments and occupational forecasts in science and medical industries locally and throughout the state.

2. Describe how CTE students will be encouraged to enroll in rigorous and challenging courses in core academic subjects.

Describe ongoing methods or activities used to encourage and increase the numbers of CTE students that enroll in rigorous and challenging courses in core academic subjects. Example: Students learn about the academic requirements of CTE careers through the ACP process and meetings with school counselors. During the ACP and course selection process, school counselors recommend rigorous courses for students that align with CTE courses of interest. We have created charts reflecting coursework connection to certification and degrees. Academic and CTE teachers as well as CTSO advisors disseminate information on emerging employment and industry trends to students and parents for discussion during parent teacher conferences.

3. Strategies for addressing barriers related to Special Populations (SP)

Explain activities that are provided to ensure equal access to programs leading to high-skill, high-wage and high-demand occupations for SP. Appendix A provides a list of common strategies related to (a) and (b) below.

a. Describe how barriers related to access and success of SP will be identified and addressed (include strategies related to engagement in high-skill, high-wage and high-demand occupations).

Example: District principals and school counselors monitor course enrollment data to identify disproportion based on sex, race, color or disability. If disproportionality is identified, we meet with school personnel to review materials or procedures that may be a contributing factor and discuss ways to counter the disproportion. **District AA** has prioritized inclusion of special population by focusing on ongoing career development for SP students with their school counselors as well as special programs for parents.

Districts BB and CC are identifying minority, female, and disabled role models from occupations where they are traditionally underrepresented, to serve as mentors to students and provide job shadowing and/or tutoring opportunities. Recently we started a support group for students comprised of these volunteers. Participants also participate in a field trip to "Sunshine College" to observe NTO programs in auto service and machining.

b. Describe how students who are members of SP will not be intentionally or unintentionally discriminated against based on their status of SP.

Example: All CTE program brochures include a non-discrimination statement and are reviewed for possibly un-intended discrimination by the district publication review committee. We look to create materials that portray males or females, minorities or those with disabilities, in programs and occupations in which these groups traditionally have not been substantially represented. In addition PD is provided to the counseling staff on equity and how to recognize discrimination and barriers to equal educational opportunities for students. If we discover that disproportionality in classes exist, a scan is completed to determine whether or not it is a result of messaging, sex-biased counseling or discriminatory counseling or assessment methods.

4. Describe how **Non-Traditional Occupational (NTO)** training and activities will be supported, encouraged and promoted.

Provide a clear description of activities that support, encourage and promote NTO training among students, partners and other stakeholders. Appendix A provides a list of common strategies. Example:
District AA and BB: Collaborated on an annual summer internship program that combines high school credit with employment. These programs also encourage students' further educational attainment in their linking academic preparation with job requirements.

District XX and YY: Arranged for representatives of the following NTO industries to conduct group sessions for students on monthly basis re: opportunities and required coursework. The focus over the next five years will include NTO Pathway courses for elementary education, and health care fields including nursing for males and automotive service technicians and mechanics, machining and landscaping for female students.

5. Describe how school counselors will provide linkages to postsecondary education and training opportunities for all students.

Describe how school counselors provide linkages to postsecondary education and training opportunities for CTE students. While the required Academic and Career Plans are a good starting point, further describe the activities and how they are provided to link CTE secondary students to postsecondary opportunities and training (such as through participation in articulated courses). Provide examples of connections. Example: Our counselors monitor ACP plans and meet with their assigned students as a group and individually at least once a year to discuss postsecondary planning and next steps dependent on the year students are in school. We recently put a greater emphasis on the freshman and sophomore level meetings to ensure students are aware of the opportunities available to them well in advance and can make current course selections based future goals accordingly. School counselors have created the College Credit flyer, which lists opportunities, and is shared with all students and parents annually during course selection for the following year.

6. Describe planned strategies/efforts to recruit and retain CTE teachers and facilitate the transition to teaching from business and industry.

Wisconsin has many pathways to teacher licensure. Describe planned strategies to recruit and retain CTE teachers and facilitate the transition to teaching from business and industry or (at minimum) activities to educate district leadership on the licensing options available. https://dpi.wi.gov/tepdl/pathways . Example: CTE teacher job postings all include information on the Technical Specialist Permit path. We have already hired one person through this path and provide weekly mentoring opportunities, not only with CTE staff in our district, but regular meetings with an assigned school counselor and Vice Principal. We have also determined priorities in terms of professional development which includes equity and learning styles training. Further, we have worked with our local workforce development One-stop Career Center to make them aware of our need for teachers in technology.

7. Describe how a wide variety of stakeholders/partners are involved in CTE programs. List actively involved organizations: groups from business and industry; education; technical college; workforce boards; students and parents. Include how they will be involved in each of the following: Design, implementation and evaluation of CTE programs.

This is a drop down field with some fill-in required. Identify only actively involved organizations or individuals. One partner (at minimum) must be a representative from an institution of higher education. Also clearly describe how/in what way the stakeholder/partners are involved in the designing, implementing and/or evaluating of CTE programs.

8. How are partners/stakeholders informed of CTE and POS offerings (choose top 1-3 strategies you utilize) [drop down menu]:

Choose the option(s) that best reflect how partners/stakeholders are informed of CTE and POS offerings by choosing the method(s) the district/consortium utilizes to ensure knowledge of and how to access programs.

   a. District website, school or teacher web page
   b. Student ACP development
   c. Course description books
   d. Marketing materials
   e. Postsecondary education planning meetings with students and parents
   f. Open House
   g. Publication of labor market information
   h. Other [fillable]

9. Indicate 1-3 evaluation methods that will be used by your agency to evaluate and improve POS and CTE programs annually [choose 1-3 from drop down menu]

The Perkins Act requires that programs be evaluated on an ongoing basis to improve CTE programming. Listed below are common evaluation methods. Indicate the top 1-3 methods of evaluation used annually to evaluate CTE outcomes or further detail the method used via (m) "other".

   a. Scores on Performance Indicators
   b. Increased # of youth apprenticeships
   c. Increased # of articulation agreements
   d. Increased # of students participating in dual enrollment/postsecondary programs
   e. Increased # of students who transition to IHE or career
   f. Increased NTO participation
   g. Increased participation and completion of special population students
   h. Increased involvement of key stakeholders
   i. Increased enrollment, grades, exam scores and graduation rates
   j. Student feedback
   k. Employability skills certificates earned by students
   l. Increased # of Work-based learning participants
   m. Other: ___________________

Program of Study (POS) Narrative [CPA IV SEC 134(b)(3)(A)]

All CPA grant recipients (LEAs) must be implementing at least one Program of Study (POS). As part of the application, one POS must be detailed as requested. Note that the POS selected, must have been identified as a needed pathway for students in Wisconsin as a result of a local needs assessment including labor market information; workforce, community and economic development needs; and collaborative partnerships have been developed with industry leaders and postsecondary partners as part of the process. Thus the POS elements must be either in the Implementation or Refinement stage. The POS selected must not have any elements in Development stage at the time of application. Wisconsin Program of Study (POS) Implementation Component Rubric

Note: **Consortia** must identify as many programs of study as needed (answering the questions below for each POS chosen) in order to reflect all members' involvement in the POS development, implementation or refinement. Fiscal agents should group districts together by including the names of districts who have similar approaches/strategies to address each of the narrative questions when providing a response.

1. Select the **POS** from the drop down menu.

2. Needs assessment:
   a. Wisconsin Labor Market Information (LMI) reflects a high demand for occupations related to this POS in your area. {drop down Yes/No}

   Indicate whether or not LMI reflects a high demand for this POS in your area.

   b. What additional support exists for the continued implementation/refinement of this POS? {choose top 1-3 reasons from drop down}

   Select 1-3 additional areas of support the district has for the implementation and/or refinement of this POS.

3. POS Narrative (four questions):
   a. Describe how the POS is connected to relevant career and technical education content in a coordinated, non-duplicative progression of courses. Include examples of alignment to postsecondary education.

   Clearly describe how this POS is connected to relevant careers, technical education content in a coordinated and non-duplicative progression of courses with alignment to postsecondary education coursework. The LEA should describe the progressive sequence of courses within the POS. Example:
   For the Finance POS: The consortium conducts quarterly stakeholder CTE meetings which include local industry and postsecondary education and consortium school districts to determine priorities and educational needs of a young workforce on a quarterly basis. For the Scope and sequence of courses are further discussed and articulation agreements are supported.
   Related to the Restaurant and Food Management POS:

Districts AA and YY: Have Articulation agreements with Sunshine Technical College for ___ and ___ courses.

b. Describe how the academic skills of participating students are strengthened through the same coherent and rigorous content and standards as are taught to other students. Include overview of policies, process or requirements that are implemented.

Clearly describe activities, policies, processes or requirements that the district has in place to ensure CTE students' academic skills are strengthened through coherent and rigorous content. Example:
Districts CC and DD: Evaluate test scores on an annual basis, particularly related to math and literacy in order to identify performance disproportion between CTE students and non-CTE students. If disproportionality exists internal committees are created to determine if PD or if another activity is needed to address the issue.
In Districts AA and DD all students participate in ACT and Aspire in order to strengthen academic skill sets. In addition, **DD** provides an opportunity for Transcripted Credit in the Finance POS.
All districts have been able to create course alignment with Introduction to Heathy Information and Intro to Health Care Management with "Sunny Day Technical College", so that courses can be taken while in H.S. and students can receive their CNA while in H.S.
Districts BB and ZZ: Assemble employer/industry leaders to review relevant academic and CTE course materials on bi-annual basis to ensure relevant course content.

c. Describe the activities or process by which students are provided strong experiences in, and understanding all aspects of the POS (provide examples).

Provide specific examples of activities the district engages students in and processes in place to provide strong experiences in understanding all aspects of the identified POS. Example: We have collaborated with "Technology Today Company" to provide WBL activities such as job shadowing and short term internships for a dozen students each year. Secondly, we have increased strong experiences by adding medical related Youth Apprenticeship opportunities with "Independent Senior Care". Student involvement in DECA CTSO are open to all students who have an interest. These organizations provide multiple activities and competitions that expose students to all aspects of an industry.

d. List opportunities provided for students to participate in dual or concurrent enrollment programs, industry-recognized credentials/certificates or list course articulation agreements that are in place for the POS or will be in place by end of grant period, including the name of the postsecondary institution(s).

List specific opportunities available for students that are related to the identified POS, the credentials available, articulation agreements, etc. and the postsecondary institution(s) involved. Example: Students are able to obtain certificates in ___ through UW ___ and "Sunshine Tech College". Popular college credit courses students are involved in include _____ and ___.

Budget

Every budgeted item must be targeted for use during the grant period July 1 – June 30. When completing the budget section, applicants must enter (key-in) the following:

1. The item being purchased connected to the appropriate category/function code. (Note: consortia fiscal agents may not code all items under a purchased service.)

2. The cost per unit and how many units (Equipment).

3. The connection to a POS, as required, that is targeted for development, implementation or refinement.
    a. Equipment purchases are only permissible for a POS in the implementation or refinement stage. See: CPA IV Equipment Purchase Guidance

4. The "Rationale" for the expense. Applicants select a CPA IV ***required*** (or ***permissible*** as allowed) activity from the drop down menu provided.
    a. ***Permissible*** activities are allowed as long as ***required activities*** are being met through CPA IV grant funds identified in the budget or verification that another funding source is being used for required activity.

5. The school district (consortium-only)

6. Additional detail as required.

Examples:

Personnel Salary/Fringe:
Item: Teacher stipends to update curriculum (over summer) for Manufacturing I and II courses **Cost:** $200 **POS:** Manufacturing **Rationale:** "To link CTE at secondary level with postsecondary level through POS."
Non-capital Object:
Item: CNC mill **Cost:** $1,000 (1) **POS:** Manufacturing POS. **Rationale:** "Improve, expand, adapt, and modernize equipment to strengthen POS through relevant technology."