Carl Perkins Act (CPA) Grant Overview and Changes FY 2018-19

WISEgrants

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Federal Funding Conference 2018

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Agenda

I.   **Introductions**

II.   **Overview Carl Perkins Career and Technical Education Act IV of 2006**

III.   **FY2019 Application Process/WISEgrants Portal**

IV.   **Q&A**

Carl Perkins IV Overview

- **Last reauthorization was in 2006**
- **Continues to operate according to 2006 rules until new reauthorization occurs**

Carl Perkins IV Overview

Career and Technical Education (CTE) programs prepare students for a wide range of careers that reflect the contemporary workplace.

Carl Perkins IV Overview

Purpose (of the Act):

Provided for the overall improvement of CTE programs with an increased focus on:

- academic achievement;
- connections between secondary and postsecondary;
- accountability (state and local).

Carl Perkins IV Overview

- **The Dept of Education allocates funds to the Wisconsin Technical College Board**

- **The Wisconsin Technical College Board allocated funds to DPI**

Carl Perkins IV Overview

- **Formula allocation based on 70% poverty & 30% NCES**

- **Minimum allocation (federal) requirement for grant recipients: $15,001**

- **Limit of 5% on Administration costs**

Carl Perkins IV Overview

97% of Wisconsin school districts participate

73 Applicants in 2017

- **49 Single district**

- **24 Consortia**

Carl Perkins IV Overview

Consortia

- **Grant and program managed by fiscal agent.**

- **Member funding is pooled**

- **Districts enter into a consortium agreement through a 66.03 Agreement or Contract for a CESA Services Agreement.**

Carl Perkins IV Overview

Consortia

Fiscal Agent Guidelines

https://dpi.wi.gov/sfs/finances/fund-info/package-cooperative-funds

Carl Perkins IV Overview

Allowed spending determined by:

- Education Department General Administration Regulations (EDGAR)
- Federal Uniform Grant Guidance (UGG)
- Carl Perkins Act IV / Wisconsin State Plan

WI Uniform Financial Accounting Requirements (WUFAR)

Carl Perkins IV Overview

Allowed spending determined by CPA IV/State Plan

- Targeted to <u>development, implementation, or refinement </u>of CTE *Programs of Study (POS)* as indicated in CPA application.
- Target <u>Required</u> activities.
- Supplement non-Federal funds used for CTE programs and activities.
- Expenditure is for students in grades 7 or higher.

Carl Perkins IV Overview

Program of Study (POS)

- Incorporates secondary education with postsecondary education elements;
- Aligns secondary coursework with postsecondary to adequately prepare students to succeed in postsecondary;

Carl Perkins IV Overview

- Includes coherent and rigorous content aligned with challenging academics
- May include the opportunity for students to participate in programs to acquire postsecondary credits; and

Carl Perkins IV Overview

- **May include coursework leading to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.**

Carl Perkins IV Overview

Use of Funds: *Required Activities* (CPA IV SEC 135)

1. **Strengthen the academic and CTE skills for students participating in CTE programs through course integration and coherent sequence of courses;**
2. **Link secondary CTE with postsecondary, through implementation of POS;**
3. **Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning;**

Carl Perkins IV Overview

continued... Use of funds *Required Activities*

4. Develop, improve or expand use of technology in CTE, including training for students and teachers; providing students with the skills needed to enter technology fields; and provide internships and mentoring to improve math/science knowledge;

5. Professional development for teachers, administrators and school counselors on effective integration, parental and community involvement, use of research and data, teaching skills, current industry standards and effective use of technology in education;

Carl Perkins IV Overview

Continued….. Use of funds *Required Activities*

6. Implement evaluations of the CTE programs carried out with Perkins funds including assessment of how needs of special populations are being met;

7. Improving CTE courses, including the development of POS (related to high-skill, high-wage or high demand occupations) and dual or concurrent enrollment opportunities;

8. Information on CTE careers and accessing postsecondary education;

Carl Perkins IV Overview

Use of Funds: *Permissible* Activities (Sec 135)

- Initiate, improve, expand and modernize quality CTE programs and skill achievement, including relevant technology;
- Business and industry partnerships, including work experiences for students, teaching and adjunct faculty arrangements for qualified professionals;
- Leasing, purchasing, upgrading or adapting equipment/instructional aids and publications designed to strengthen and support academic and technical skill achievement;

Carl Perkins IV Overview

continued.... Use of Funds: *Permissible* Activities

- Training and support for students related to NTO;
- Providing programs specifically for special populations;
- Mentoring and support services;
- Provide support for family and consumer science and automotive programs;
- Teacher preparation focusing on integration of academics to assist those with experience in business and industry become CTE teachers;
- Other CTE activities consistent with the purpose of the Act.

SFY 2018-2019 WISEgrants Application

Why WISEgrants?

- **New technology manages grants more efficiently;**

- **Grant management for federally funded programs;**

- **Carl Perkins Application has been modified to conform to WISEgrants functionality while insuring fed. and state requirements.**

SFY 2018-2019 WISEgrants Application

What will be different?

- Very limited use of spreadsheets
- Easy communication, access, editing and review functionality
- POS narrative
- Use of narrative fields to describe aspects of program
- "Required Use of Funds" requirement within the budget

What part of application will be the same?

- Detailed budget information
- Non-Compliance with Core Performance Indicators form

SFY 2018-2019 WISEgrants Application

WISEgrants ACCESS for Users

- WAMS Account: https://on.wisconsin.gov/WAMS/home

- Select "Self Registration"

I have a WAMS ID now what?

Contact **"Application Administrator"** (from district/agency) to obtain permission to access **WISEgrants/Carl Perkins application**
https://apps2.dpi.wi.gov/ldsutil/admin/

SFY 2018-2019 WISEgrants Application

Landing Page – Users can maneuver through the system by using the hyperlinks or drop down menus; access to grants given by administrator.

WISEgrants User Landing Page

Messages			▲
Wisconsin Dells School District - Grant Summary			▼

Grant	Allocation Amount	Carryover Amount	Fund Management Selection
IDEA - Flow-through	$368,952.00	$151,564.65	Self
IDEA - Preschool	$16,487.00	$663.27	Self
Title I-A	$360,751.00	$37,483.91	Self
Title II-A	$55,421.00	$0.00	Self
Title III-A	$22,886.00	$3,000.00	Self

Fund Management Selection

Select one of the following methods to manage your Title IV-A funds:

- ○ Manage Own Funds
- ○ Select a Consortium Leader [Select Consortium... ▼]
- ○ Surrender Funds to DPI

[Submit Selection]

Navigation bar: Home ▼ | Admin Menu ▼ | Change Act Here ▼ | Application ▼ | Authorizations ▼ | Reports ▼ | Message Board (2)

SFY 2018-2019 WISEgrants Application

Users who have been identified as "District Authorizers" by the WISEgrants administrator(s) will go to a single location to access and sign off on federal grant assurances, verifications, and claims for federal funds.

Documents To Be Authorized

Drag a column header and drop it here to group by that column

Act	Grant	Document Name	Parent Document	
IDEA		IDEA Assurances	IDEA Part B Certificates and Assurances	Authorize Document
IDEA		Certification - Lobbying	IDEA Part B Certificates and Assurances	Authorize Document
IDEA		Certification - Debarment	IDEA Part B Certificates and Assurances	Authorize Document
IDEA		IDEA Specific Assurances	IDEA Part B Certificates and Assurances	Authorize Document
ESEA		ESEA Assurances	ESEA Certifications and Assurances	Authorize Document
ESEA		ESEA Debarment	ESEA Certifications and Assurances	Authorize Document
ESEA		ESEA Lobbying	ESEA Certifications and Assurances	Authorize Document

SFY 2018-19 CPA IV WISEgrants Application

Section I: CTE Programming Narrative Questions

Section II: Programs of Study (POS) Narrative Questions

Section III: Budget

Section IV: Non-compliance with Performance Indicators

SFY 2018-2019 WISEgrants Application

Section I

CTE Program Narrative Questions: Description of how CTE programs will be carried out during funding period with funds received:

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.

SFY 2018-2019 WISEgrants Application

Section I

Describe how a wide variety of stakeholders/partners will be involved in CTE programs. List actively involved organizations (groups from business and industry; education; technical college; workforce boards; students and parents) and include how they will be involved in design, implementation and evaluation of your CTE programs.

How are partners/stakeholders informed of CTE and POS offerings (likely to be a drop down - choose top 1-3 strategies you utilize)

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2. Partner & Stakeholder Involvement   ▼

Describe how partners and stakeholders will be involved in CTE programs. List actively involved organizations/individuals from each of the following: business and industry, education, technical college, workforce boards, students and parents and include how they will be involved in design, implementation and/or evaluation of CTE programs.

⊕ Add Stakeholder

Drag a column header and drop it here to group by that column

Partner / Stakeholder	⌄	Stakeholder name	⌄	How stakeholder is involved	⌄	Aspect most involved in	⌄	Edit	Delete

Stakeholder   ✕

Choose Partner/Stakeholder: [Select... ▼]

Individual Name/Affiliation: [   ]

Aspect of the POS the partner/stakeholder is most involved in: [Select... ▼]

Describe how the partner/stakeholder is involved: [   ]

⊘ Update   ⊗ Cancel

SFY 2018-2019 WISEgrants Application

Section I

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

Strategies for addressing barriers related to Special Populations (SP):

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).

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

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Section I

Describe how Non-Traditional Occupation training and activities will be supported, encouraged and promoted.

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

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

Indicate 1-3 evaluation methods that will be used by your agency to evaluate and improve POS and CTE programs annually.

Part 1
Carl D. Perkins Act work plan, questions 7-10

7. Non-Traditional Occupations

Describe how non-traditional occupation training and activities will be supported, encouraged and promoted. See Appendix A for examples.

8. Postsecondary & training linkages

Describe how school counselors will provide academic counseling and linkages to postsecondary education and training opportunities for CTE students.

9. Recruiting & training CTE teachers

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

10. Program Evaluation

Choose 1-3 evaluation methods that will be used by your agency to evaluate and improve performance of POS and CTE programs annually

Evaluation methods

Scores on Performance Indicators
Increased # of youth apprenticeships
Increased # of articulation agreements
Increased # of students participating in dual enrollment/postsecondary programs
Increased # of students who transition to IHE or career
Increased NTO participation
Increased participation and completion of special population students
Increased involvement of key stakeholders
Increased enrollment, grades, exam scores and graduation rates

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Section II

Program of Study (POS) Narrative

Grant recipients must have in place <u>at least one</u> POS implemented as a result of a local needs assessment.

- Detailed <u>narrative</u> identifying and confirming one Program Of Study in *<u>implementation</u> <u>or</u> <u>refinement</u>* stage.
- Guide to Implementing POS:
  <u>https://dpi.wi.gov/cte/career-development/programs-of-study</u>

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Section II

<u>Consortia</u>

Consortia must identify as many POS as needed to reflect that all members are actively engaging in at least one POS related to:

- Development
- Implementation or
- Refinement

Part 2

Carl D. Perkins Act work plan, question 11

Instructions

All CPA grant recipients (LEA/consortia) must have in place at least one Program of Study (POS) implemented that is rooted in a pathway as a result of a local needs assessment including Labor Market Information (L and economic development needs. As a result, collaborative partnerships have already been developed with industry leaders and postsecondary partners. The POS selected must be clearly "in process" (operational rubric elements for Implementation or Refinement of the POS during the grant period. The POS selected must not have any elements in Development stage at the time of application.

Select Programs of Study

Consortia only: identify as many programs of study as needed (answering the questions below) to reflect each member's involvement in POS development, implementation or refinement.

Agriculture, Food and Natural Resources

Select...

Architecture and Construction

|
Construction
Design/Pre-Construction
Maintenance/Operations

Business Management and Administration

Select...

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Section II

Narrative for (each) POS Identified

- Describe how the POS is connected to relevant CTE content in a coordinated, non-duplicative progression of courses, including <u>examples</u> of <u>alignment</u> to postsecondary education.

- Describe how the academic skills of students are strengthened through the same coherent and rigorous content and standards as are taught to other students. <u>Include overview of policies, process or requirements</u> that are being implemented related to the POS.

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Section II

Narrative for (each) POS Identified

- Describe the activities or process by which students are provided strong experiences in, and understanding <u>all</u> aspects of the POS (examples).

- <u>List</u> 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)

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Section III: Budget with Detail

1. Item
2. Cost
3. How many/number purchased
4. POS
5. Rationale (CPA *required* activity)
6. Additional detail (as required)
7. Consortia member district

Carl Perkins CTE Budget - All Schools
Non-Capital Objects

Submission   Non-Capital Objects   Indirect   View All Sections

Non-Capital Objects

Program Type: CTE
Type of Purchase: Non-Capital Equipment
Purchase Detail: CTE Instruction
Function: 130000 - Vocational Curriculum
Object: 440 - Non-Capital Equipment
Equipment Type: Select an Equipment Name...
Number of Units:
Equipment Detail:
Assurance: Select an Assurance...
Amount: $0.00
General Ledger Account:
Vendor:
District: Abbotsford Sch Dist

Cancel   Save   Save and Repeat Combo

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<u>NEW</u>!!

Federally *required* uses of funds (activities) must be identified within the budget <u>or</u> validate that other funds are being used for the required activity

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Budget Modification Requirements

- You may claim for over the amount of a budgeted line item, as long as the amount is less than 10% of the approved budget and is within the approved total budgeted amount.

- There will be a pop-up that notification stating that the claim cannot be made until the budget is changed and approved.

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SECTION IV

Non-Compliance with Performance Indicators Requirement

If district fails to meet at least 90 % of the required performance indicator, a performance improvement plan must be developed as part of the application to be implemented during the grant year.

Performance Indicator Worksheet

Instructions
instructions here...

⊕ Upload Document   Approve   Deny

Document Name	Status	Reviewed by	Edit	Delete
			☐	☐

SFY 2018-2019 WISEgrants Application

Migration to WISEgrants Planning Considerations

1. Determine who should have access to WISEgrants Portal to complete/manage application, assurances and budget.
2. Obtain WAMS ID and access via agency Application Administrator
3. Review application fields (questions) in advance
4. Discuss application requirements with stakeholders
5. Itemized/detailed budget planning
6. Participate in WISEgrants training and tech assist opportunities
7. Check DPI Carl Perkins Application website weekly for updates

SFY 2018-2019 WISEgrants Application

FY2019 CPA Application Timeline		
March 1	Application becomes available	
March	Training opportunities available (on-line)	
April 30, 2018	Applications due	
April 1- May 30, 2018	Applications reviewed	
July 1, 2018	Fiscal Year Begins	

SFY 2018-2019 WISEgrants Application

Link to webpage w/timeline and other updates

Carl Perkins Application | Wisconsin

Department of Public Instruction

SFY 2018-2019 WISEgrants Application

Contacts

Carl Perkins IV grant: Application, End of the Year Reports

Christine Lenske, CTE Grant Specialist, Christine.Lenske@dpi.wi.gov

Claims

Mark Rudman, Accountant, School Management Services, markrundman@dpi.wi.gov

Data: Follow-up Population Report (May 15) and CER (June 15)

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