

Strengthening CTE for the 21st Century Act (Perkins V)

Federal Funding Conference
March 2020



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

About the Session

Objectives:

- Learn about the new Perkins V Legislation for Career and Technical Education.
- Learn about requirements of Comprehensive Local Needs Assessment (CLNA)
- Learn about the connection between the CLNA and the grant application & budgeting process



Wisconsin Perkins V

State Plan

Vision: To build equitable career pathways that empower WI students for career success.

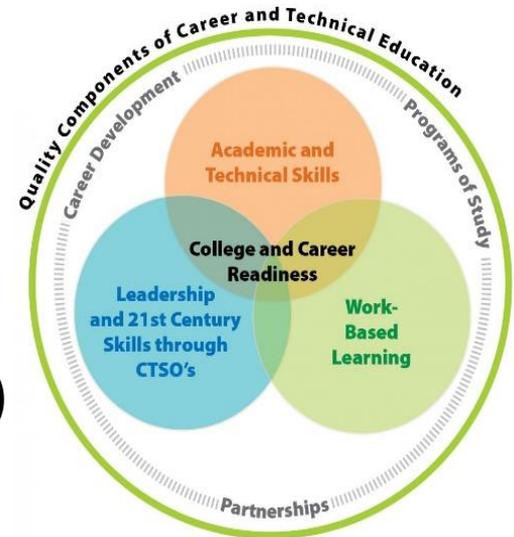
Poll Question

Based on the objectives of the session, what are you most interested in learning about?



What is Career and Technical Education (CTE)?

- College and Career Readiness
- Academic and Technical Skills
- Career-Based Learning
- Leadership through Career and Technical Student Organizations (CTSOs)



Key Perkins V Themes

- Build on current successes
- Data-driven decision-making through Comprehensive Local Needs Assessment (CLNA).
- Increased stakeholder involvement
- Enhanced efforts to serve special populations
- Revised accountability indicators



Perkins V Themes

Build on current successes

Programs of Study = Career Pathways

- Labor Market
- Sufficient size, scope and quality to be effective

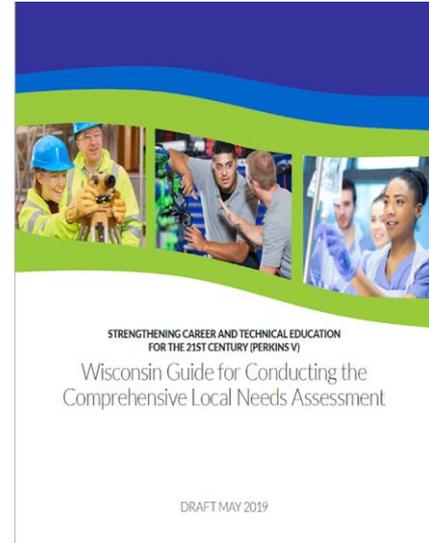
Perkins V Themes

Comprehensive Local Needs Assessment (CLNA)



Data-driven decision-making

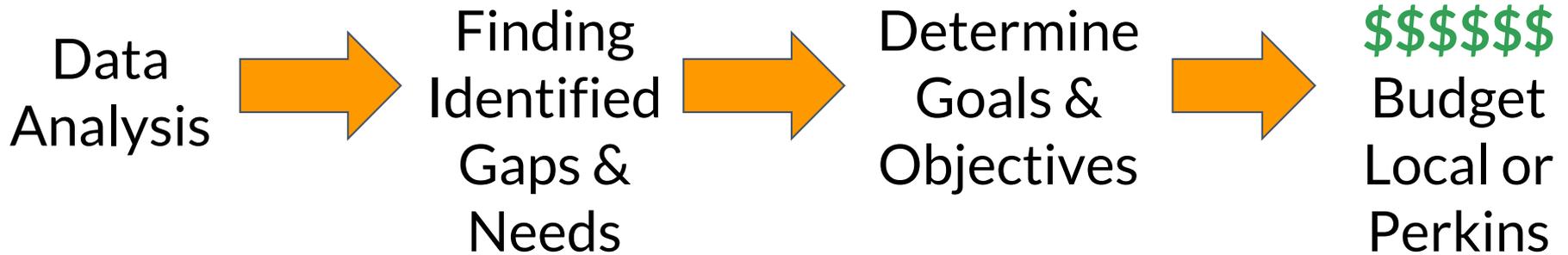
- significant stakeholder consultation
- must be conducted at least every two years and
- is the driver for local initiatives (**spending**) to:
 - **Improve and modernize, not maintain** CTE programs
 - Ensure skills taught in CTE programs are **aligned with current labor needs**



Perkins V Themes

Data-Driven Decision-Making

Comprehensive Local Needs Assessment Basics:



Perkins V Themes

Stakeholders

Regional Partners

- Employers
- Postsecondary
- Economic development
- Workforce development

Local Support Agencies

- Community-based
- DVR
- Faith-based

K12

- District and building administrators
- Curriculum and Instruction Director
- CTE and School to Work coordinators
- Academic and CTE teachers
- Special education teachers
- Social workers, counselors

Perkins V Themes

Additional special populations identified:

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional occupational field
- English learners
- **Homeless individuals**
- **Youth who are in, or have aged out of, foster care**
- Single parents, including pregnant women
- **Youth with a parent who is in active duty with the armed forces**

Perkins V Themes

Revised Accountability Indicators

Perkins V
Extended graduation rate (7-yr)
Reading/Language Arts, Math, Science
Non-traditional program concentration
Work-based Learning

Wisconsin's Vision for CTE

Wisconsin Perkins V State Plan

- Develop *high quality* Career Pathways
- Apply an *equity* lens to ensure all students have access to high quality CTE programs and career pathways



Wisconsin Perkins V

State Plan

Vision: To build equitable career pathways that empower WI students for career success.

4 Year Grant Cycle Overview

Application Sections	Year 1 FY19-20	Year 2 FY20-21	Year 3 FY21-22	Year 4 FY22-23
Conduct CLNA and summarize results in application for new FY	X		X	
Complete federally required questions	X			
Submit Perkins budget tied to CLNA	X	X	X	X
Data Submission (Compliance)	X	X	X (X)	X (X)

Comprehensive Local Needs Assessment (CLNA)

Focus Areas:

1. Student performance
2. Educator recruitment, retention and training
3. Improving equity and access
4. Evaluation of progress towards implementation of career pathway(s)
5. Labor market information (LMI)
6. Career Pathway Size, Scope, and Quality (SSQ)

Application

Comprehensive Local Needs Assessment Section

Student performance	Educator recruit., retention and training	Equity and Access	Career pathways evaluation (LMI and SSQ)
Data Evaluated	Data Evaluated	Data Evaluated	Data Evaluated
Summary of gaps and needs	Summary of gaps and needs	Summary of gaps and needs	Summary of gaps and needs
Goal(s)	Goal(s)	Goal(s)	Goal(s)
Objectives <ul style="list-style-type: none">• Perkins funds – Yes? *budget• Measurement	Objectives <ul style="list-style-type: none">• Perkins funds – Yes? * budget• Measurement	Objectives <ul style="list-style-type: none">• Perkins funds – Yes? *budget• Measurement	Objectives <ul style="list-style-type: none">• Perkins funds – Yes? *budget• Measurement

Comprehensive Local Needs Assessment

~Turn and Talk~

Focus Areas:

1. Student performance
2. Educator recruitment, retention and training
3. Improving equity and access
4. Evaluation of progress towards implementation of career pathway(s)
5. Labor market information (LMI)
6. Career Pathway Size, Scope, and Quality (SSQ)

Student Performance

Data measures:

- Graduation rate
- ACT “proficiency or above” rate
- Non-Traditional Program Concentration
- CTE program participation
- Work-based learning participation



Student Performance

Review and analyze the data, identify gaps, determine possible root cause with stakeholders



Student Performance

Identify data needs and requirements for evaluation



Performance Indicators (graduation, ACT scores, etc.)

Disaggregated by subpopulations (race, gender, ethnicity)

Student population (CTE and non-CTE)

For the last three school years

Educator Recruitment, Retention & Training

- Assess efforts to improve faculty and staff
- Scan state and local district policies
- Evaluate professional development opportunities and prioritize experiences that are sustainable, relevant, and are of high quality

Progress Toward Improving Equity & Access

Special Populations

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional occupational field
- English learners
- Homeless individuals described in (Sec. 725) McKinney-Vento – Homeless Assistance Act
- Youth who are in, or have aged out of, foster care
- Single parents, including pregnant women
- Youth with a parent who is in active duty with the armed forces.

Evaluation of Progress of Career Pathway(s)

Career Pathways Evaluation (CLNA)

- Labor Market Information (LMI)
- Sufficient Size, Scope and Quality (SSQ)

LMI Essential Questions

1. What industry sectors are projected to grow the most in our local area as well as in the state?
2. What are the emerging jobs in each CTE area for which we should be preparing students? What skills will they need in the future?
3. How do our CTE programs align with these industry projections and emerging occupations? Are we teaching students the right skills? Where are the biggest gaps? How can we work with employers, postsecondary and community partners in our region to fill these gaps?

Evaluation of Progress Implementation of Career Pathway(s)

Size, Scope and Quality

Must meet at least **three** of the **five** quality elements in the same career pathway:

- A progressive sequence of at least 2 CTE courses aligned to labor market needs (required)
- A work-based learning experience,
- Attainment of an industry-recognized credential,
- A related early college or dual-credit course,
- Career and technical student organization (CTSO) activities that align with pathway skills

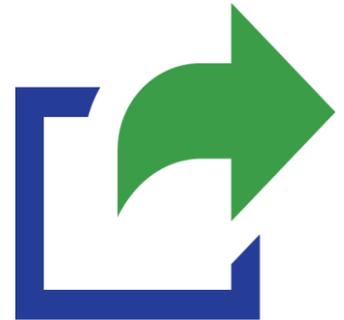


Evaluation of Progress Implementation of Career Pathway(s)

Applicants:

Evaluate/Assess CTE pathways for LMI and size, scope, and quality

- Review data
- Identify gaps and needs
- Identify goals to address needs
- Prioritize objectives, both short and long-term
- Identify resources
- Identify measures of progress



Application

Requirements to Apply for Perkins Grant

- LEA Allocation: \$15,001
- Licensed CTE Coordinator to lead programs and grant
- Completion of Comprehensive Local Needs Assessment (CLNA)
- Have at least one Career Pathway that meets requirements for Size, Scope and Quality and is reflective of Labor Market needs.

Application

Pre-application tasks

1. Determine who should have access to WISEgrants portal to complete/manage application, assurances and budget.
 - LEA and FA Authorizer
 - FA CTE Coordinator
2. Perkins grant fund management selection/Sign Assurances
3. Review application fields (questions) in advance, use CLNA worksheets to draft responses

Application ▼

Authorizations ▼

Reports ▼

Message Board (7)

Grant Contacts

Select Fund Management

TE - \$74,608.00

Select one of the following methods to manage your Carl Perkins CTE funds:

Manage Own Funds

Select a Consortium Leader

Select Consortium...

Surrender Funds to DPI

Submit Selection

Application

Carl Perkins CTE Grant Application

Grant Contacts

Select Fund Management

View / Edit Funding

Comprehensive Local Needs Assessment

Perkins Pathways

Perkins Grant Narrative

Budget

▶ Perkins CTE

Submission History

▶ Perkins CTE

Enter Claims

▶ Perkins CTE

Application (CLNA pathway evaluation)

Evaluation of Progress

Data Referenced

Format **B** *I* U       

Findings/Identify Gaps

Format **B** *I* U       

Goal Statement

Format **B** *I* U       

Save

Objectives

 Export to Excel

#	Objective	Perkins Funded?	Measurable Outcomes
			No records available

Application (CLNA pathway evaluation)

Objective ✕

Select an Objective type... ▼

- Select an Objective type...
- Short-Term
- Long-Term

The objective is supported with Perkins funds

Measurable Outcomes

Application (Pathway Evaluation - SSQ)

Size, Scope, Quality

List sequence of courses for the Pathway

Format **B** *I* U          

List Work-Based Learning options for the Pathway

Format **B** *I* U          

Industry recognized Credential

Format **B** *I* U          

Application (Budget)

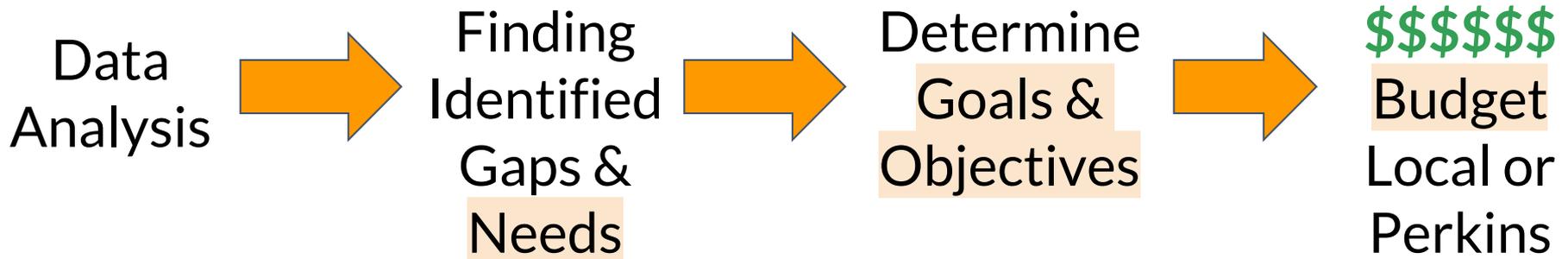
Budget

- Preliminary allocations posted late **February**
- Final allocations posted late **August/Early Sept**
- Budget Amendments required by **October 31**

Budget

(Data-Driven Decision-Making)

Comprehensive Local Needs Assessment Results Basics:



Application (Budget)

Budget Section

1. WUFAR coding
2. Detailed description of purchase
3. Identify the Focus Area
 1. Budget line items tied to objectives of a focus area
4. Identify the Objective

Application (Budget)

Purchased Services

Program Type: CTE

Type of Purchase: CESA Contract

Function: 223700 - Vocational Education Supervision & Coord...

Amount: \$5,000.00

Vendor:

Purchase Detail: CTE Evaluation

Object: 386 - Payment to CESA

General Ledger Account:

Detailed Description:

CLNA Focus Area: Educator Recruitment, Retention, and Training

Pathway: Educator Recruitment, Retention, and Training

Objective: Pathway Evaluation of Progress

Objective: Student Performance

District: Detroit Sch Dist

Cancel

Save

Save and Repeat Combo

Application (Budget)

Purchased Services

Program Type: CTE

Type of Purchase: CESA Contract

Function: 223700 - Vocational Education Supervision & Coord...

Amount: \$5,000.00

Vendor:

Detailed Description:

CLNA Focus Area: Educator Recruitment, Retention, and Training

Pathway: Local - Agriculture, Food, and Natural Resources

Objective: 1. SD

District: Select an Objective...
1. SD

Purchase Detail: CTE Evaluation

Object: 386 - Payment to CESA

General Ledger Account:

Cancel Save Save and Submit Print

Application (Budget)

Factors that affect allowability of costs:

- ❖ Cost principles (Uniform Grant Guidance)
- ❖ Federal statutes/regulations (EDGAR)
- ❖ Program statute and regulations (Perkins V)
- ❖ Terms and conditions of the federal award (found in Assurances and Subaward documents)
- ❖ Other governing regulations
 - State statutes
 - District policies

[Allowable Cost Checklist for Federal Funds](#)

Application (Budget)

Factors that affect allowability of costs:

- ❖ **Necessary:** A cost is “necessary” if it meets an important program objective - must meet an existing need.
- ❖ **Reasonable:** A cost is “reasonable” if, in it’s nature and amount, it does not exceed that which would be incurred by a prudent person
- ❖ **Prudent:** Acting with and showing care and thought for future. Wise sensible, sage, well advised, cautious, economical, discerning, tactical.
- ❖ **Consistent:** If the district doesn’t allow for an expense you can’t use grant funds either.

Timeline

Activity	Dates
Preliminary tasks	Feb 20 – March 15
CPA Application available in WISEgrants	March 17 – April 30
Fund Management selection and assurances	March 17 - March 30
Application deadline	April 30
Application review by DPI	April 1 – May 31
Application corrections and DPI review	June 1 – June 30
Grant year begins	July 1

In Closing...

What are your next steps or planned follow up?

What additional questions do you have?

