

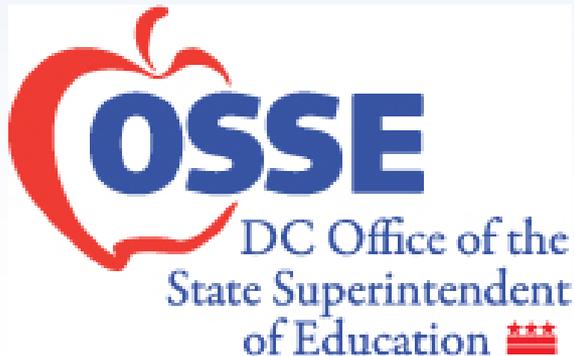
Subgrants to LEAs for CTE PROGRAM IMPROVEMENT

Grant Management and Performance
Accountability under the Carl D. Perkins Act

OSSE Federal Programs Boot Camp, August 31, 2009

District of Columbia

State Office of Career and Technical Education



PRESENTATION OVERVIEW

- **Audience:** LEAs participating in the CTE State Assistance program under the Carl D. Perkins CTE Act of 2006, and LEAs with an interest in participating
- **Key Topics:** CTE Overview; Perkins Act Subgrant Basics; Annual Perkins Grant Cycle; Eligibility and Allocations; Local Applications Guidelines; Allowable Uses and Program Priorities; State and Local Performance Measures and Targets; Data Reporting; Grant Award Documents, Terms and Conditions; Audit Reminders.
- **Questions?**
- **Contact Information**

Top Seven Tips for Success [Survival]

in a 21st Century Global
Economy [Recession]

1. Stay in School
2. Go to College
3. Earn a Credential
4. Learn Technical Skills
5. Practice "Soft Skills"
6. Get Work Experience
7. Check out **CTE!**

WHY CTE?

Quality CTE programs offer a complete survival and success package:

1. A powerful rationale for staying in school
2. Seamless pathways to postsecondary
3. Skills Certificates and AAS and BS degrees
4. Advanced technical knowledge & skills
5. Employability & leadership preparation
6. Work-based learning & entrepreneurship
7. High skills, high wage, open-ended careers

WHAT IS CTE?

- **Career-Technical Education** (CTE)—formerly “Vocational-Technical Education”—has received Federal support since 1917.
- CTE, the oldest Federal education program, until recently was the largest single source of Federal support to high schools and community colleges.
- Back in the 20th Century, vocational education programs were sometimes stereotyped as second-class options for the “Not College Material.”
- But CTE today, authorized under the Carl D. Perkins Career and Technical Education Act of 2006, represents a college & careers preparation system.

OSSE's CTE VISION

A DC-wide state-of-the-art CTE system:

- Accessible to every student
- Aligned with state academic standards and industry standards
- Articulated with postsecondary programs
- Reflective of local workforce development needs

PERKINS IV QUALITY CORE

CTE programs of study meeting the standards of §122(c)(1)(A):

- Coherent, unduplicated course sequences, spanning both secondary and postsecondary education, which:
- Combine rigorous core academics with advanced technical knowledge and skills;
- Are organized around nationally-validated, industry-based, skill-driven standards, assessments, and curricula;
- Offer high school students opportunities for early college enrollment, concurrent completion, or advanced credit;
- Lead to a skill certificate or an industry-recognized credential, and an AAS degree or higher; and,
- Prepare students for both postsecondary education and open-ended, high skills, high wage careers.

QUALITY CTE ALSO:

- Features **Career Technical Student Organizations** that foster 21st Century leadership skills and entrepreneurship.
- Includes internships, co-op education opportunities, and school-based enterprises that integrate **learning and work, applied academics** and **career preparation**.
- Reflects **DC workforce and economic development priorities**.
- Meets the standards of **Tech-Prep**, seamlessly articulated between the secondary and postsecondary levels.
- Offers **Early College** options that allow students to earn a high school diploma and an AAS degree at the same time, with guaranteed entry into 4-year programs.

CTE PERKINS SUBGRANTS

- DC's annual Perkins allocation is not quite \$4.5 million; **85%** is reserved for subgrants to eligible LEAs and the Community College of DC, for program improvement and expansion.
- Approximately **80%** (i.e., \$3,000,000) of the subgrant portion is allocated to the secondary level; **20%** (\$717,360) is committed to postsecondary education.
- **70%** of secondary-level funds are allocated among recipients relative to the number of low-income 9-12th graders each serves, **30%** relative to the total number they serve.
- Allowable uses include: CTE program, curriculum, and professional development; equipment acquisition; technology upgrades; secondary/postsecondary articulation; CTSOs; support services for special populations (see §135).

ANNUAL GRANT CYCLE

- **July 1- February 1:**
Letters of Interest accepted from potential recipients
- **August 1 – March 1:**
Eligibility Determination Letters issued (30-day turnaround)
- **March 1:**
Section 131 funds calculated, including prior year carryover
- **March 15:**
Formula-based Allocation Table submitted to CCTE
- **April 1:**
Request for Applications issued to eligible recipients
- **May 1:**
Target date for Local Applications for Assistance submission

ANNUAL GRANT CYCLE, con't.

- **June 1:**
Initial issuance of Grant Award Letters and GAN forms
- **July 1:**
Initial issuance of Purchase Orders keyed to grant awards
- **July 1 – June 30:**
Window of opportunity for expenditures and obligations
- **October 1 – September 30:**
Window of opportunity for reimbursement requests
- **September 30:**
Year-End Financial Reports, Annual PPR's due to DC OCTE
- **December 31:**
Interim and final Financial Status Reports due to U.S. OVAE

SECTION 131 ELIGIBILITY

- Any secondary LEA prepared to offer at least one CTE program of study that meets Perkins IV and DC size, scope, and quality standards, including Perkins §122(c)(1) requirements, qualifies as a Perkins “eligible recipient” under §131.
- Stand-alone facilities and programs for special needs students are outside the scope of Perkins IV standards, which are geared toward mainstreaming of special needs students (with support as appropriate) into college and career preparation programs that fully meet state academic and technical standards and are targeted toward high skills, high wage careers requiring postsecondary credentials for entry.

LETTERS OF INTEREST

- Accepted from July 1 through February 1, for rolling review by staff of the Office of CTE.
- Required Topics:
 - Applicant Overview (Authorization, Governance, Structure)
 - Current Program Inventory
 - Program Quality Self-Assessment
 - Summary Student Body Profile
- Eligibility Determination Letters will be issued on a 30-day turnaround basis.
- Negative determinations can be appealed to the State Superintendent of Education.

CURRENT ELIGIBLE RECIPIENTS

- DC Public Schools
- Booker T. Washington Public Charter School of Technical Arts
- Friendship Collegiate Academy PCS
- Integrated Design & Electronics Academy PCS (IDEA)
- Young America Works Public Charter Vocational High School

REQUEST FOR APPLICATIONS

- Formula Allocations among Members of the DC Consortium for Secondary CTE
- Uniform Guidelines for Local Applications for Assistance under Perkins IV
- Targeting Criteria for the Use of Perkins Funds under the OSSE Strategic Education Plan
- Timetable for Local Applications and Subgrant Awards

FORMULA ALLOCATIONS

- Census-based allocations, as under Perkins §131(a), are inapplicable in DC since all LEAs operate District-wide.
- Instead, for Perkins purposes, all participating LEAs are considered members of a virtual consortium organized under §131(f): the **DC Consortium for Secondary CTE**.
- For §131 allocations among the consortium members, the U.S. Office of Vocational and Adult Education has approved a formula based on student head counts.
- 70% of available funds are allocated in proportion to the numbers of low-income students in grades 9-12 served by each LEA in the preceding year, 30% in proportion to the total number of 9-12th graders each served.

UNIFORM GUIDELINES

- Format optional; web-based application planned for PY 2011
- 12 Required Elements of Local Apps. under §§134(b)(1)-(12)
- DC State Standards of Quality, Services for Special Populations, and Student/Program Performance
- Section 122(c)(1)(a) Compliance Plan or Documentation
- State and Local Performance Accountability Systems (§113)
- Matrix-Format Budget (Cost Area, Program Area, School)
- Reimbursement-Based Funding Protocols
- EDGAR and OMB Certifications and Assurances
- Templates for Year-End Financial Reports and Annual Project Progress Reports

12 REQUIRED ELEMENTS OF LOCAL APPLICATIONS

1. Proposed uses of Perkins funds
2. CTE strategies for meeting FAUPLs
3. Programs of Study standards
4. Academic/technical skills integration
5. CTE community involvement in planning
6. Size, scope and quality goals
7. Continuous improvement process
8. Access and support for special populations
9. Assurances of non-discrimination
10. Gender equity services and activities
11. Career guidance and academic counseling
12. CTE teacher recruitment and development

TARGETING CRITERIA

CTE programs must meet specific criteria to qualify for Perkins support:

- Focus on high skill, high wage occupations in current/emerging career areas
- Open-ended potential for career advancement
- Structured as fully articulated courses of study that seamlessly span secondary and postsecondary education, leading to a skill certificate and an AA degree or higher

PRIORITY CAREER AREAS

- Construction
- Hospitality
- Health
- Business
- Finance
- IT
- Engineering
- Transportation
- Homeland Security
- Biotechnology
- Arts & Communications

PERFORMANCE ACCOUNTABILITY

- Section 113 Indicators of Student and Program Performance
- Final Agreed Upon Levels of Performance (FAUPLs), State and Local
- Comprehensive Annual Performance, Accountability, and Financial Status Reports
- State and Local Program Improvement Plans under §123

PERKINS SECONDARY PERFORMANCE INDICATORS

1S1— Reading Achievement (Target for 2010: 65%)

Percent of CTE Concentrators who sat for the DC-CAS exam who scored proficient or above in reading/English language arts

1S2— Mathematics Achievement (Target for 2010: 64%)

Percent of CTE Concentrators who sat for the DC-CAS exam who scored proficient or above in mathematics

2S1— Technical Skill Attainment (Target for 2010: 82.5%)

Percent of 12th grade CTE Concentrators who attained a GPA of 2.0 or greater in their program of study [proxy measure]

3S1— Secondary School Completion (Target for 2010: 95.5%)

Percent of 12th grade CTE Concentrators who received a high school diploma, GED, or Certificate of Completion

4S1— High School Graduation (Target for 2010: 75%)

Percent of 12th grade CTE Concentrators who were counted as graduated for the purposes of ESEA graduation rate calculation

5S1— Placement (Target for 2010: 87.5%)

Percent of 12th grade CTE Concentrators reported placed in postsecondary education, military service, or employment

6S1— Non-Traditional Participation (Target for 2010: 36.5%)

Percent of CTE Participants enrolled in programs preparing students for careers that are non-traditional for their gender

6S2— Non-Traditional Completion (Target for 2010: 41%)

Percent of 12th grade CTE Concentrators enrolled in programs preparing students for careers that are non-traditional for their gender

REQUIRED CAR DATA FIELDS

- Student Name
- Student ID
- Grade in School
- School Code
- School Name
- Course Code
- Course Title
- Student Mark
- Gender
- Ethnicity
- Disability/Special Education Status
- Language Proficiency
- Free/Reduced Lunch Status
- DC-CAS Reading Proficiency Level
- DC-CAS Math Proficiency
- Date Diploma Received
- Date Certificate of IEP Completion Received
- Counted as “Graduated” during ESEA Graduation Rate calculation [Y/N]

GRANT AWARD DOCUMENTS

- **Grant Award Letter**
- **Approved Budget** (matrix format)
- **Grant Award Notification Form (GAN)**
 - Federal Award Period
 - Carryover vs. Redistribution [§33(b)]
 - Terms and Conditions
 - EDGAR and OMB Circulars
 - Equipment Inventory and Tagging
 - OSSE Cost Reimbursement Process
 - Budget Modifications
 - Time and Effort Reporting
 - Records Retention
 - Financial and Project Progress Reporting
 - On-site Monitoring
 - Civil Rights Methods of Administration

AUDIT CONCERNS

- **Local Administration** capped at 5%, including any negotiated **indirect costs**
- **Supplement** not **supplant**
- No expenditures for **construction**

**FOR MORE INFORMATION, OR A PDF COPY OF THE DC FIVE-YEAR
CTE STATE PLAN OR THE UNIFORM GUIDELINES FOR LOCAL
APPLICATIONS FOR PERKINS ASSISTANCE, PLEASE CONTACT:**

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