

PERKINS IN THE CLASSROOM

CACTE 2017

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Objectives

- Discuss Five Year Plans and how to use Perkins to support CTE Programs
- Provide an overview of the Perkins Act
- Review Perkins Performance Metrics
- Discuss uses of Perkins funds
- Tips for requesting funds
- Tips for prioritizing requests
- Time for questions

Perkins Act

- Federal grant
 - Other state level funds for secondary
- Formula grant
- Reimbursement based

Perkins Act (Section 2)

Purpose: Develop academic & career & technical skills of secondary & postsecondary education students who elect to enroll in” CTE by:



Eligibility for Perkins

- Program of study is required

SAMPLE Compliance Template

enter school/institution name _____ enter program _____

Program of Study

Career Cluster(s): _____ Career Pathway(s): _____ Postsecondary/Secondary Partner(s): _____

Education Levels	Grade	Communication	Mathematics	Other Required Academic Courses (i.e. Science, Social Science)	Career and Technical Program Courses	Supplementary Course Recommendations (i.e. world language, entrepreneurship, etc)	Possibilities of careers relating to this Pathway
State Graduation Requirements: (URL to Page) www.cde.state.co.us/postsecondary/graduationguidelines							
MIDDLE	7						
	8						
High/Secondary	9						
	10						
	11						
	12						
13 th year (ASCENT, P-TECH or other): High school courses in the pathway offered locally for college credit should be coded Concurrent Enrollment with CCNS Prefix and Number <weblink>							
List related Industry Certifications/credentials approved and offered locally: <insert credential/industry certification name here>				Additional Learning Opportunities: CTSO organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> CCSA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA <input type="checkbox"/> SC ²			
<this field> must have <this level> of training & learning:				Work-based Learning: <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship <input type="checkbox"/> Industry Certificate			
Postsecondary: CCPT Placement Assessment CLEP <weblink> Prior Learning Assessment (PLA) eligibility: <weblink> Acceleration Opportunities: AP: IB:				Other Graduation Requirements: <input type="checkbox"/> Capstone Project <input type="checkbox"/> Assessment (ACT, SAT, WorkKeys, ASVAB, Locally endorse, Other) <input type="checkbox"/> ICAP Quality Indicators <input type="checkbox"/> PWR Competencies			



- Need Approved CTE Program (to buy “stuff”)

FIVE YEAR PLAN

Five Year Plan (Program Approval)

(Admin Handbook p25 (Section II Part 3.07))

- Every Program requires a 5-year plan on file describing
 - Program strengths and weaknesses
 - Defining program goals and action steps
 - Annual review of program
 - Response by program advisory committee to program trend data
- www.coloradostateplan.com/default_resources (template)

Five Year Plan (Perkins)

- Program of Study
- Integrated & Rigorous Academic and Technical Skills
- All Aspects of Industry
- Comprehensive Professional Development
 - Recruitment of qualified instructors
- Stakeholder Inclusion in CTE
- Evaluations of Programs
- Inclusion of Special Populations & Non-Traditional Fields
- Linkages to Future (Education & Employment)

USING PERKINS TO ACHIEVE 5-YEAR PLANS

Perkins Performance Metrics (VE-135)

- Academic Attainment (Reading/Language Arts)
- Academic Attainment (Mathematics)
 - Seniors in CTE who took 10th Grade State Assessment
- Technical Skill Attainment
 - Students who met requirements for completion of program
- Secondary School Completion
 - Senior CTE Students who graduated
- Graduation Rates
 - % Graduates who graduated in 4 years (cohort measure)

Perkins Performance Metrics (VE-135)

- Placement
 - Graduated CTE completers who went to postsecondary, military, or employment
- Non-Traditional Participation
- Non-Traditional Completion
 - Participants & Completers in CTE programs nontraditional for their gender

Perkins Performance Metrics best practices

- Ask CTE Director for Program Data Annually
- Meet as a Department/Institution to Discuss Performance
 - Request Perkins for Substitute Costs
- Target Perkins Projects/Requests to Deficient Areas
- Protect Student Data (FERPA)

Perkins Performance Metric Reports

Academic Year	PS1 Technical Skill Attainment			PS2 Certificate or Degree			PS3 Student Retention			PS4 Placement			PS5 Non-Traditional Participation			PS6 Non-Traditional Completion		
2015-2016 State Performance Target	58.0 %			58.0 %			44.3 %			95.0 %			15.5 %			14.0 %		
2014-2015 Performance Target	61.0 %			61.0 %			44.3 %			95.0 %			15.3 %			12.8 %		
2014-2015 State Actual Level	57.8 %			57.8 %			42.2 %			97.2 %			15.3 %			15.6 %		
Population	Num /	Denom	%	Num /	Denom	%	Num /	Denom	%	Num /	Denom	%	Num /	Denom	%	Num /	Denom	%
2014-2015 Institution Actual Level	2545	3989	63.8	2545	3989	63.8	2621	6114	42.9	1041	1074	96.9	506	3744	13.5	227	1748	13.0
Male	1187	1913	62.0	1187	1913	62.0	1075	2727	39.4	378	391	96.7	243	1460	16.6	96	761	12.6
Female	1358	2076	65.4	1358	2076	65.4	1546	3387	45.6	663	683	97.1	263	2284	11.5	131	987	13.3
American Indian or Alaskan Native	15	22	68.2	15	22	68.2	21	46	45.7	8	9	88.9	3	21	14.3	1	8	12.5
Asian	50	85	58.8	50	85	58.8	76	203	37.4	23	23	100.0	15	97	15.5	9	41	22.0
Black	34	60	56.7	34	60	56.7	43	103	41.7	10	10	100.0	13	66	19.7	4	25	16.0
Hispanic	210	360	58.3	210	360	58.3	268	707	37.9	96	100	96.0	55	389	14.1	21	167	12.6
White	1350	2449	55.1	1350	2449	55.1	1898	4484	42.3	758	779	97.3	336	2491	13.5	133	982	13.5
Native Hawaiian or other Pacific Islander	5	11	45.5	5	11	45.5	8	13	61.5	0	0	0.0	1	8	12.5	0	3	0.0
Two or more races	50	93	53.8	50	93	53.8	79	185	42.7	21	22	95.5	14	85	16.5	5	32	15.6
Unknown Race	831	909	91.4	831	909	91.4	233	373	62.5	125	131	95.4	69	587	11.8	54	490	11.0
Disabled	99	149	66.4	99	149	66.4	132	252	52.4	51	54	94.4	20	150	13.3	11	68	16.2
Economically Disadvantaged	572	1163	49.2	572	1163	49.2	1295	2682	48.3	308	317	97.2	184	1382	13.3	52	424	12.3
Limited English	0	0	0.0	0	0	0.0	3	4	75.0	0	0	0.0	0	3	0.0	0	0	0.0
Single Parent	37	106	34.9	37	106	34.9	187	388	48.2	21	22	95.5	22	279	7.9	1	25	4.0
Displaced Homemaker	8	24	33.3	8	24	33.3	54	112	48.2	5	5	100.0	6	75	8.0	0	6	0.0
Non-Traditional	227	349	65.0	227	349	65.0	187	294	63.6	98	104	94.2	506	3744	13.5	227	1748	13.0

Note:

- Postsecondary recipients are required to address only the postsecondary performance metrics displayed in the report above. The [Secondary Performance Metrics Report](#) for this institution is available for viewing but is for reference only.
- A performance data is highlighted in red if it is not equal to or greater than at least 90.0% of the defined target level and the total underlying student population (denominator) is greater than 30.
- *M* means the performance data is missing in our system because it has not been reported to us by this institution.
- *N/A* means there is no performance data either because it is not applicable or available for the specific cell.
- These reports are based on the most recently available full data sets. Specifically, for this report, metrics based on enrollment data reflect activity for the 2014-2015 academic year and metrics based on placement data reflect activity for 2013-2014 program completers.
- Specific measurement descriptions can be found in [Secondary Performance Measurement Definitions](#) and [Postsecondary Performance Measurement Definitions](#).

ACTIVITY

Uses of Perkins funds



ACTIVITY

Uses of Perkins Funds

Supplement

- Expand
- Enhance
- Improve
- Creating
- Partner
- Inclusiveness

Supplant

- Recurring
- Routine
 - i.e. supplies, software
- Maintenance
 - i.e. of program
- Replacing
 - i.e. computers

 **Perkins**

Tips for Requesting Perkins

- Think in Project Terms
- Identify Need and Desired Outcome
- Identify Perkins Activity (handout)
- Align Projects to CTE Program Goals
- Ask Advisory Committee for Feedback

ACTIVITY

Tips for Prioritizing Requests

- Meets internal deadlines
- Clearly supplements program
- Identifies the need and desired outcome
- Links to:
 - District CTE goals (i.e. Perkins 5-year plan)
 - CTE Program 5-year plan
 - Allowable activity in Perkins Act
 - Perkins performance indicator

ACTIVITY

Tips for Spending Perkins

- Wait for Green Light to Purchase
- Turn in Documentation Promptly
- Use Items Purchased!
- Ask Questions of your CTE Director as Needed
- Share Results
 - Advisory committees
 - Other instructors



Tips for Requesting Perkins

**If Plans/Costs
Change, Notify CTE
Director in Advance**

Perkins Processes (Administrators' Handbook – Section V)

- Intent to Participate (February due date) **C3**
- Initial Award Estimate (June) **C4**
- Detailed Performance Metric Reports (June) **C5**
- Local Plan Submission (June-September) **C6-C18**
- Grant Implementation (later of July 1 or plan submitted)
 - First Installment
- Award Packet (October) **C19**
- Voucher Submission (October-August) **C20**
- Initial Local Improvement Plans (Jan./Feb.) **C21**

Resources

- Colorado State Plan Website
 - <http://www.coloradostateplan.com/index.htm>
- Administrators' Handbook
 - http://www.coloradostateplan.com/admin_handbook.htm
- Uniform Grant Guidance
 - <http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
- EDGAR
 - <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Questions



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