

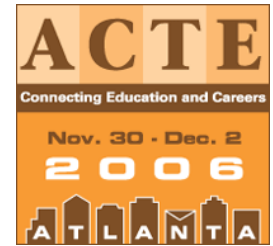


Convention Center B213

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Perkins Implementation Update

Changes That Will Impact Your Program



Funding Flow

- **Federal to State**
 - Based on Weighted Age Cohorts
 - Modified by a Wealth Factor
 - Further Modified by a Number of Constraints
- **State Determinations**
 - 85% / 10% / 5% Split
 - Reserve
 - Secondary / Postsecondary Split



Funding Flow

- State to Eligible Recipient
 - Secondary Recipients
 - 70% based on Title Poverty Counts
 - 30% based on Total K-12 Population
 - Postsecondary Recipients
 - Pell Grant Recipients
 - Number of BIA-Assisted Students



Funding Constraints

- **Minimum Funding Levels**
 - Secondary Recipients --- \$15,000
 - Postsecondary Recipients --- \$50,000
- **Consortia**
- **State-Imposed Constraints**
 - Required / Permissive Uses of Funds
 - Funding Floors / Funding Ceilings
 - Size, Scope, and Quality



Uses of Funds

- Nine Required Uses of Funds
- Twenty Permissive Uses of Funds
 - New under Perkins IV
 - Transition --- from 2-Year to 4-Year
 - Dual and Concurrent Enrollment
 - Small, Career-Themed Learning Communities
 - Fund Pooling for Innovative Activities



Local Applications

- State-Designed Using Perkins IV Requirements
- Should Embody Local Vision for CTE
- Not Solely a Mechanism for Fund Acquisition
- To the Extent Practicable, an Integration of Programmatic, Fiscal, and Performance Elements



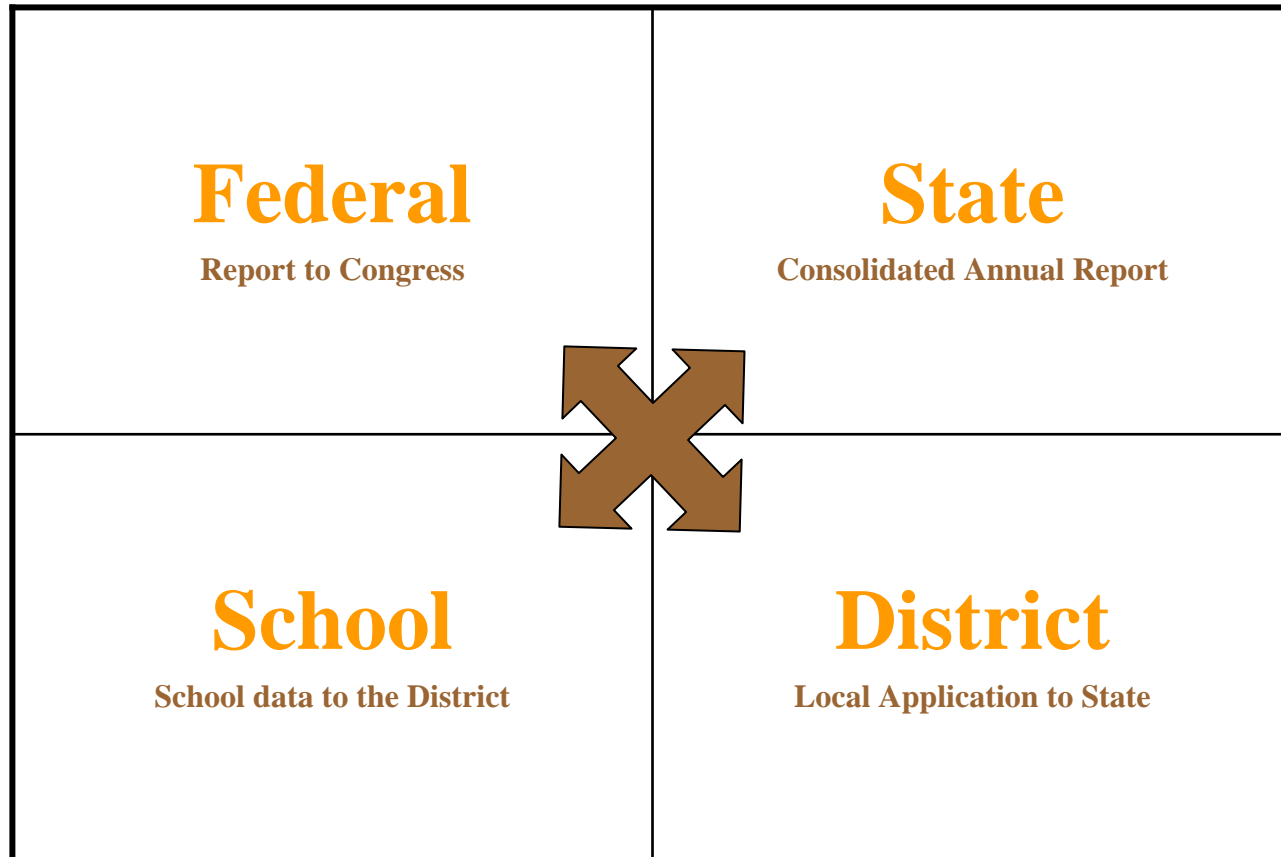
Local Applications

- **Required Contents**
 - All Perkins III Planning Elements Retained
- **Perkins IV Adds Descriptions of ---**
 - Programs of Study
 - Career Guidance and Academic Counseling
 - Recruitment and Retention of CTE Personnel
- **Perkins IV Expands Description of –**
 - Improvement Strategies for Academic and Technical Skills

Tech Prep

- State Decides on Fund Consolidation
- If No Fund Consolidation
 - Perkins IV Tech Prep The Same, Except for
 - Performance Measures
- If Partial Fund Consolidation ---
 - Only Unconsolidated Portion is Tech Prep
- If Total Fund Consolidation ---
 - No Tech Prep Would Exist

Perkins IV Accountability





Dispelling Myths

- **Unfair assessment of CTE students**
- **Unfair evaluation of CTE teachers**
- **Unrealistic appraisal of CTE programs**

Myth 1 - Students

| | |
|------------------------|--|
| Assessments | Academic Technical Assessments |
| Accomplishments | Diploma, Credential Graduation, Placement |
| Performance | Technical Proficiencies |
| Participation | Non-traditional Fields |

Myth 2 - Teachers

- **Not about the driver**





Myth 3 – Program Appraisal

Evaluations can provide useful information.

For example, the outcomes of the program can be described. Thus the evaluation *can* say something like, "People who participate in program xyz were more likely to find a job, while people who did not participate were less likely to find a job."

If the program is fairly large, and there are many participants, and there is enough data, statistical analysis can be used sometimes to make a 'reasonable' case for the program by showing, for example, that other causes are unlikely.



Accountability Impact

- Increased role for schools and districts
- Negotiating performance with state
- May need to develop Improvement Plans
- Disaggregate student performance data
- Become familiar with definitions & approaches
- Link application & resources & performance



Accountability Impact

- Compare to other state recipients
- Make continuous progress
- Annually prepare and submit a data report to the state
- Identify & quantify any disparities or gaps in performance of *all* students served
- Report shall be made public