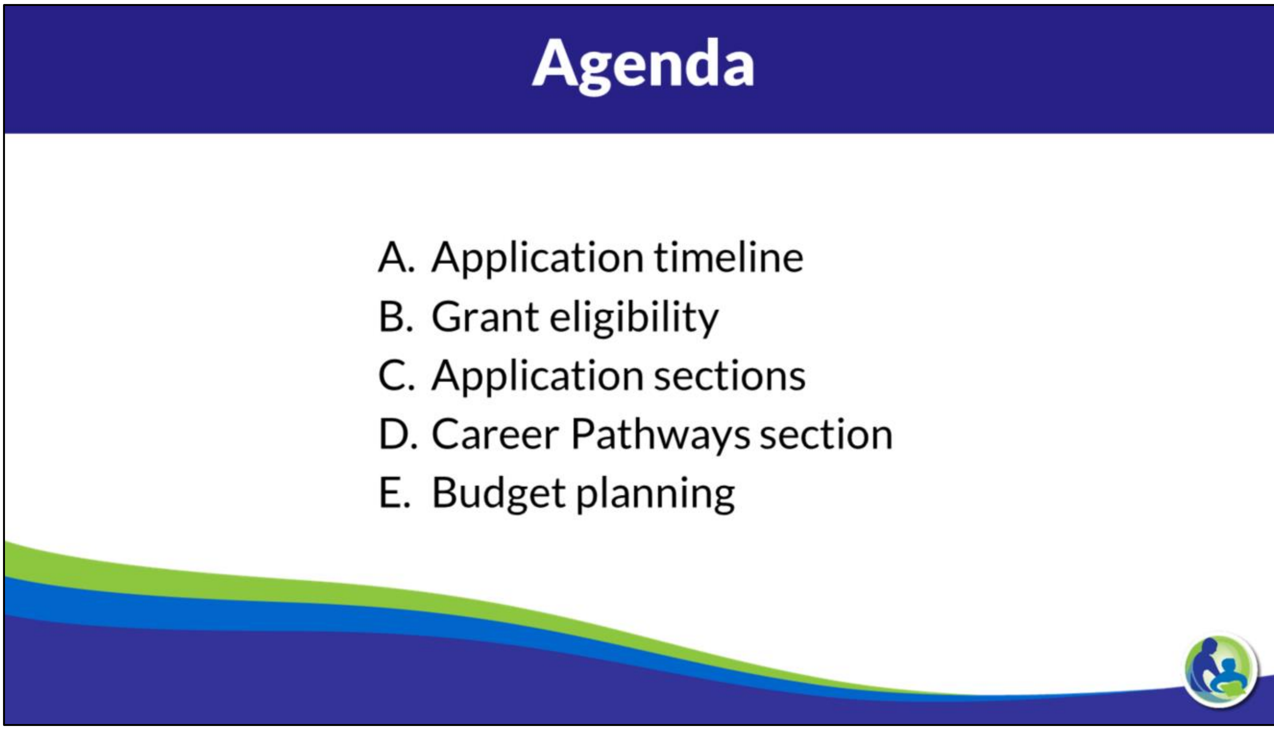
Good afternoon! I hope you are all doing well today! My name is Chris Lenske and I'm the grant specialist with the CTE Team. It is great to have all of you with me today.

Two weeks ago Sara Baird and I presented an overview of Perkins opportunities for moving programs forward. It touched just a bit on the grant application. If you haven't had a chance to view it, I would encourage you to do so as it will help ground your thinking and approach around the application.

Today we are going to walk through key areas of the application, similarities and differences to last year's application, and steps needed to get your ducks in a row so to speak, so that your application process goes as smoothly as possible.

We will be recording today's session.



Today's agenda includes a review of

- The timeline of the grant, which is now posted to the Perkins grant website.
- The eligibility related to applying for the grant.
- A walk through the application sections, including how your CLNA results align to this year's application, and
- the option for adding new career pathways for approval.
- Finally, we will spend a good amount of time on budgeting.

Timeline

Activity	Dates
CPA application available in WISEgrants	March 2
Fund management selection and assurances	March 2 - March 30
Application submission deadline	April 30
Application review by DPI	April 1 – May 31
Application corrections and DPI review	May - June
Grant year begins	July 1

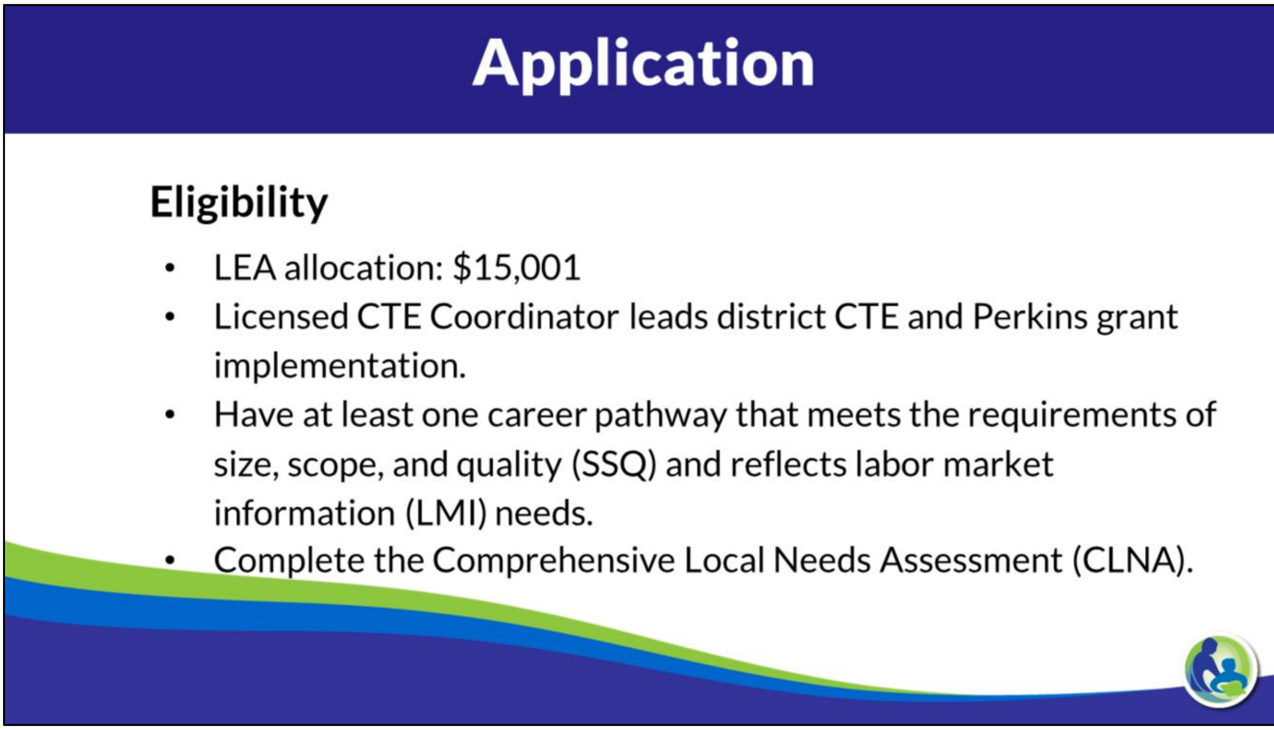
Here is the timeline.

We are on track to have the application available in the WISEgrants application portal on either March 2nd or March 4th.

But basically this mirrors past timelines.

- The Fund Management Selection and Assurances need to be completed by your Agency Authorizer prior to you gaining access to the application. Anyone who had access to the application last year will have automatic access this year. However, if someone new needs access, the district's System Security Administrator should address that. The date you see there for completing that - March 2-March 30 is a guide for **you**, to help you stay on track.

- Those of you who are consortium fiscal agents have the biggest challenge with making sure your member districts get their fund management selections completed in a timely way. Obviously, the longer your districts delay in completing this, the more challenging it is for you to complete the application by the deadline.
- The application can be submitted any time prior to April 30th. Folks tend to wait until the last minute, but you really can get it off of your plate before that time, which will get it in the queue for review sooner rather than later.
- Reviews tend to happen on a first-come first-served basis after April 1st. Sometimes there are corrections or clarifications that your reviewer needs, and they'll reach out through the WISEgrants message board for that.
- The ultimate goal is that all applications are approved by the start of the State Fiscal Year, which is July 1st. Naturally if applications are late or there are a lot of corrections, that delays the fianl approval.



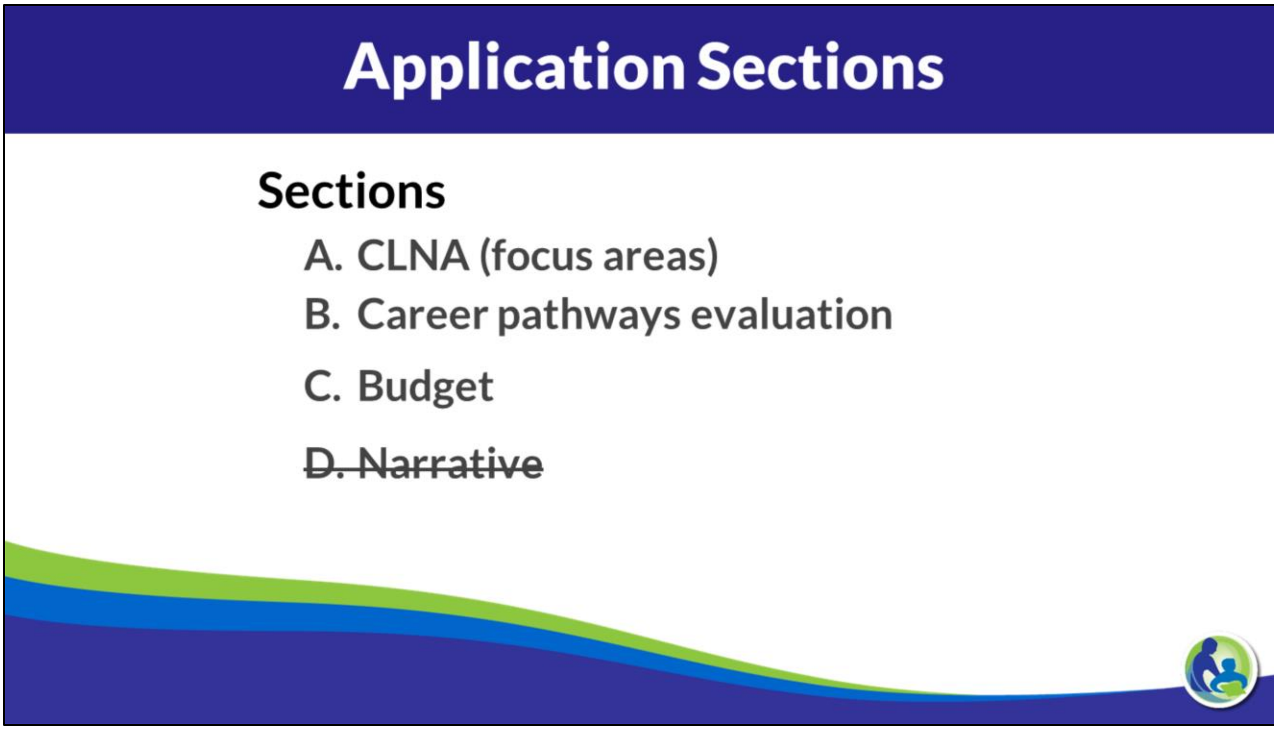
So let’s start with what makes a district eligible to participate in the Perkins grant.

At DPI we determine preliminary allocations (or what may also be referred to as planning allocations). District data on enrollment and poverty is calculated through a formula that gives every district and charter school with a high school an allocation. However, In order to be able to apply for the funds, that allocation must be over $5,000, which means at least $5,001 dollars.

If a district does not have the minimum allocation, or does not have a licensed CTE Coordinator employed by the district, to oversee CTE programs and the grant, as required, the district may join a consortium. When joining a consortium, funds are **pooled** (in a way that meets the needs of all members).

Since the CLNA process is required to be completed every two years, agencies who were part of a consortium for last year's CLNA (and application), should plan to remain with that consortium through the new grant cycle of 2021-2022 (regardless of their allocation). I imagine that agreements you entered into last year outlined that expectation.

(30% based on student enrollment & 70% based on poverty)

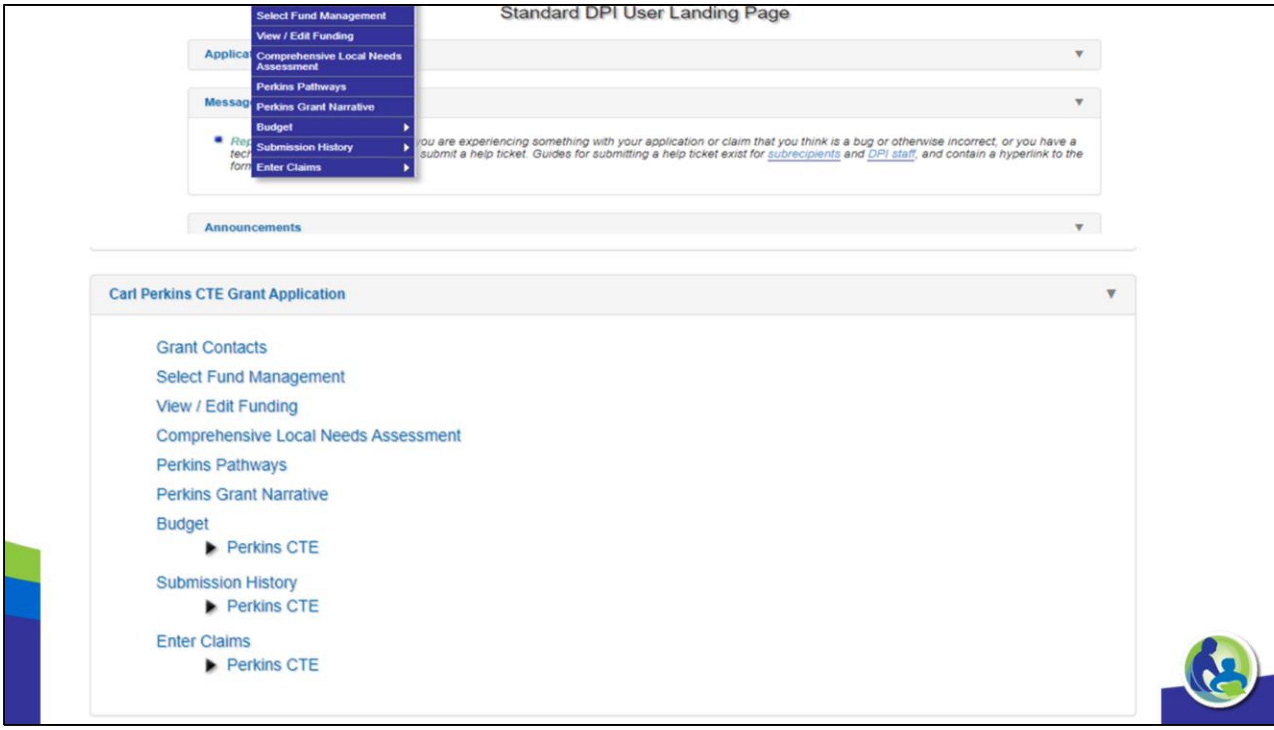


This year’s application will have three sections for you to complete, rather than the four you saw last year.

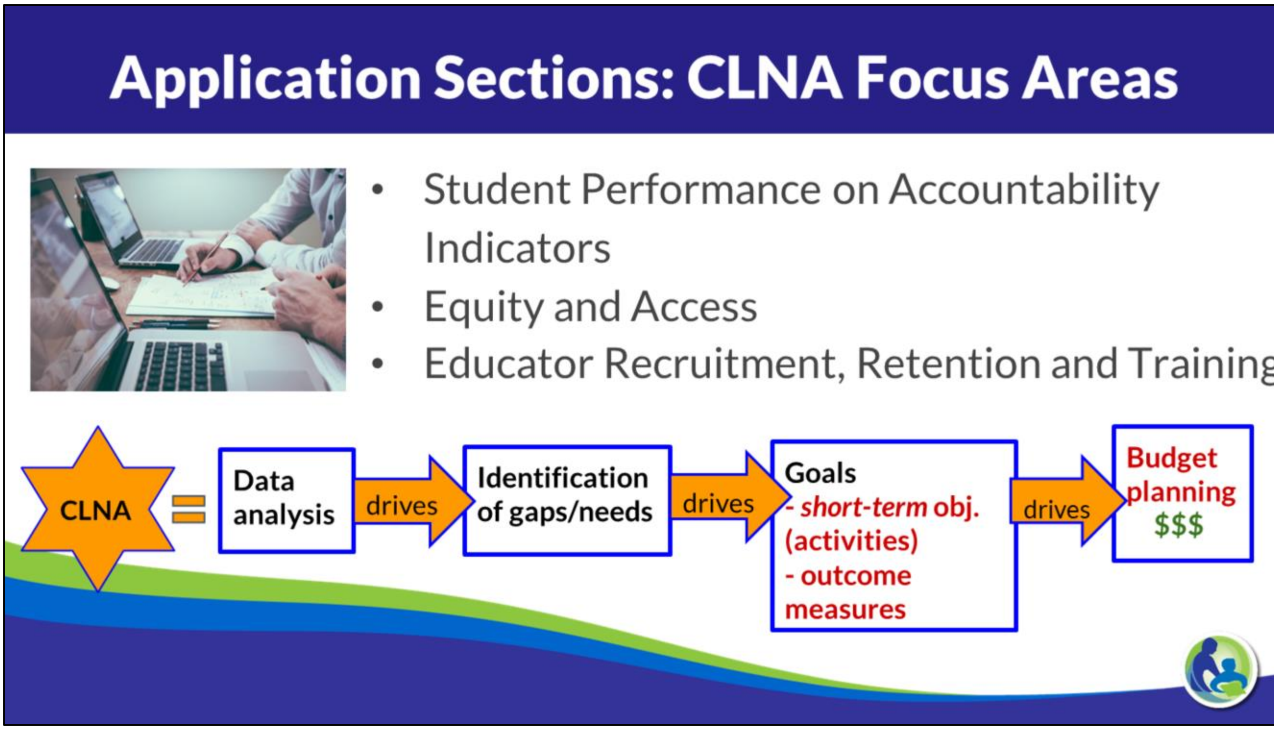
These will include the sections for the:

- CLNA results for each focus area
- The Career pathways evaluation section (which has the same CLNA requirements, but also includes the pathway approval for size, scope, and quality which requires additional information…
- The budget section

The section you will not need to touch is the narrative section. What you submitted last year for the narrative section covers four years. Your responses to the narrative questions will be displayed within the system so that you can easily reference what you submitted if you need to.



For the benefit of new folks, there are two ways to access the sections:
From the top dropdown menu or
lower on the page, by selecting from the menu.



So let's start with the CLNA Section.

Last year, you completed your application based on the results of your CLNA. The results and subsequent application, basically outlined your strategic plan for addressing the identified gaps through local and grant funds.

The three focus areas under this section of the application are:

- Student Performance on Accountability Indicators
- Equity and Access
- Educator Recruitment, Retention and Training

Your CLNA results, which you entered into last year's application, will automatically carry over to this year's application. This means that the data you referenced--what you identified as gaps, your goals to overcome those gaps, and the long-term objectives (or what we’ll call activities)--will automatically carry over. Your long-term activities now become your **short-term** activities since they’ll focus on the the next 12 months only.

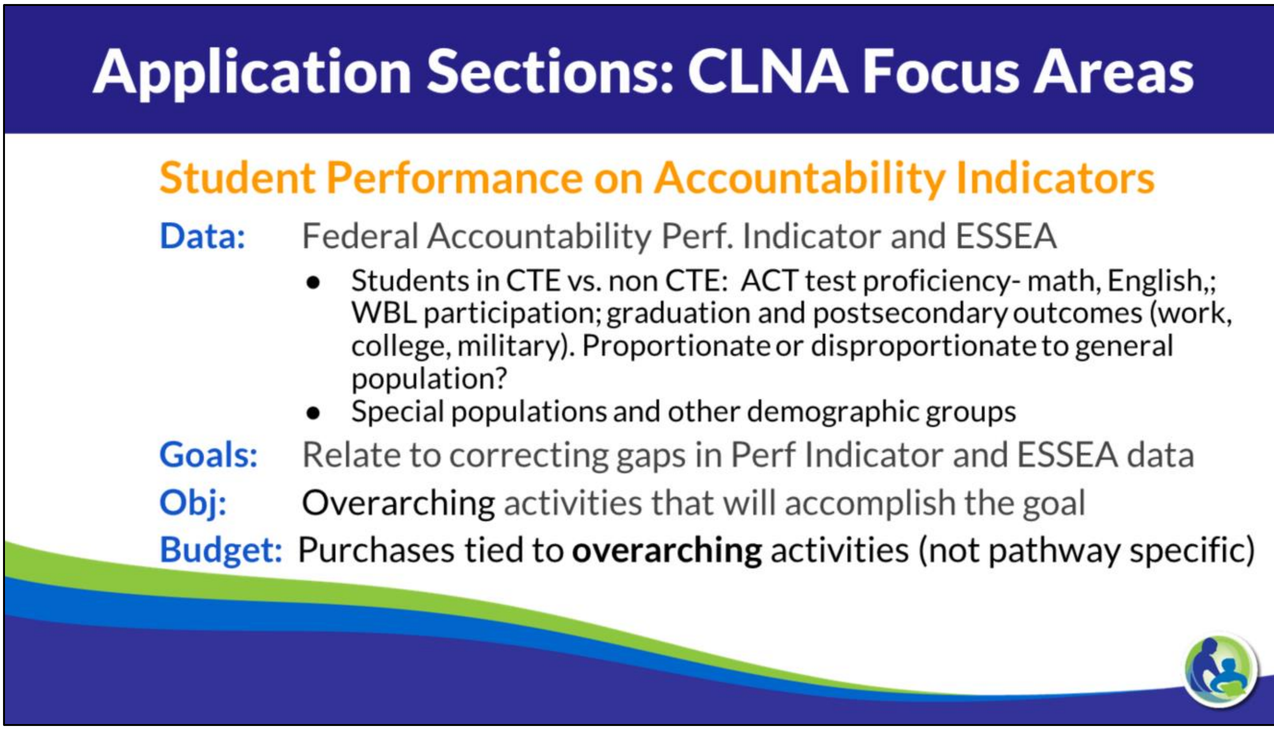
Recognizing that you will have had nearly a year of implementing this grant under your belt, we recognize that your activities and outcome measures may be different than you had anticipated a year ago. For this reason, you will be able to edit your activities as needed. In the graphic on this slide, you can see the fields that will be editable in red. You will be able to edit--by deleting, adding text, or selecting DPI pre-determined activities--from a dropdown menu (which is a new function that will be added).

The results of your CLNA in terms of the data you evaluated, your identified gaps, and your goals are not editable.

Think of it this way … The results of the assessment and your goals were determined and are basically set. However, your plan to address your goals may have changed, and the budget will be new, so therefore can be edited.

Before we go onto the other sections, we’ll spend some time talking about each of these focus areas to ensure a common understanding of what they are.

Do you have any questions regarding what we’ve covered so far? Please drop them in the chat.



Let's spend just a few minutes more on what each of the focus areas entails.

The data you reviewed for this focus area, Student Performance on Accountability Indicators, was your performance indicator data and ESSEA data, which included:

[Flip to next slide and read]

- Your goals relate to correcting the gaps you saw in the data.
- Your objectives relate to activities that will be implemented to accomplish the goal (in other words, to **close** the identified gaps).
- Your budget items are purchases needed to implement activities that will close the gaps found in the data.

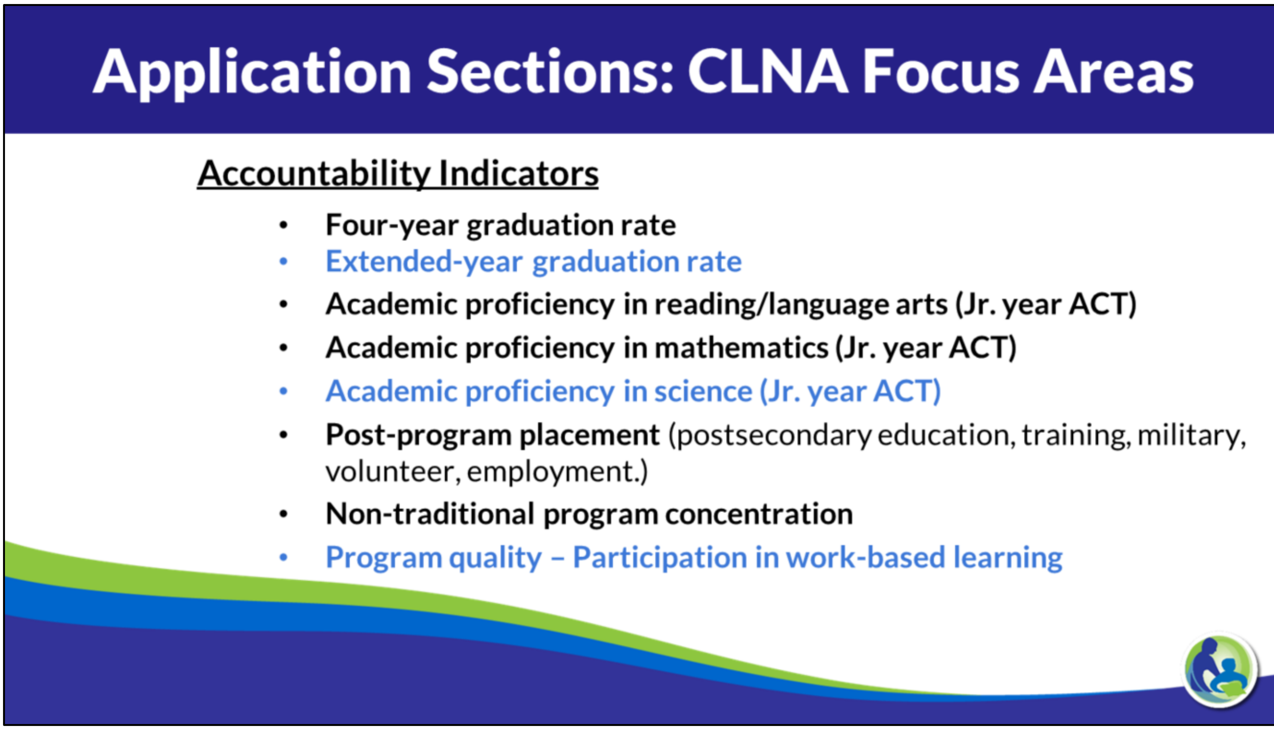
So as an example let's say a gap you saw was that CTE students on average score lower in math on the ACT, compared to your general population. In this case, your goal might be to increase math scores on the ACT by two points. Perhaps the activity that you identified to do that is, incorporating math rigor into CTE courses. The budget item that could be tied to that is a stipend for the math and CTE teachers to build stronger curriculum over the summer months.

In another example, let's say graduation rates are disproportionate for students of color in the school, but you note that students of color in CTE have a higher graduation rate. This is both a Perkins and ESSEA indicator. Perhaps the district decides to have a goal to enroll more students of color in CTE? What are the overarching initiatives that can increase graduation rates for all students? If it is involvement in CTE, what are the activities that will get you there? Will they be paid for with local funds or Perkins funds?

Other examples of activities could include:

- Expanding opportunities for CTE concentrators to participate in accelerated learning programs
- Programs and activities that increase student engagement, and success in STEM fields (note: math/science focus);

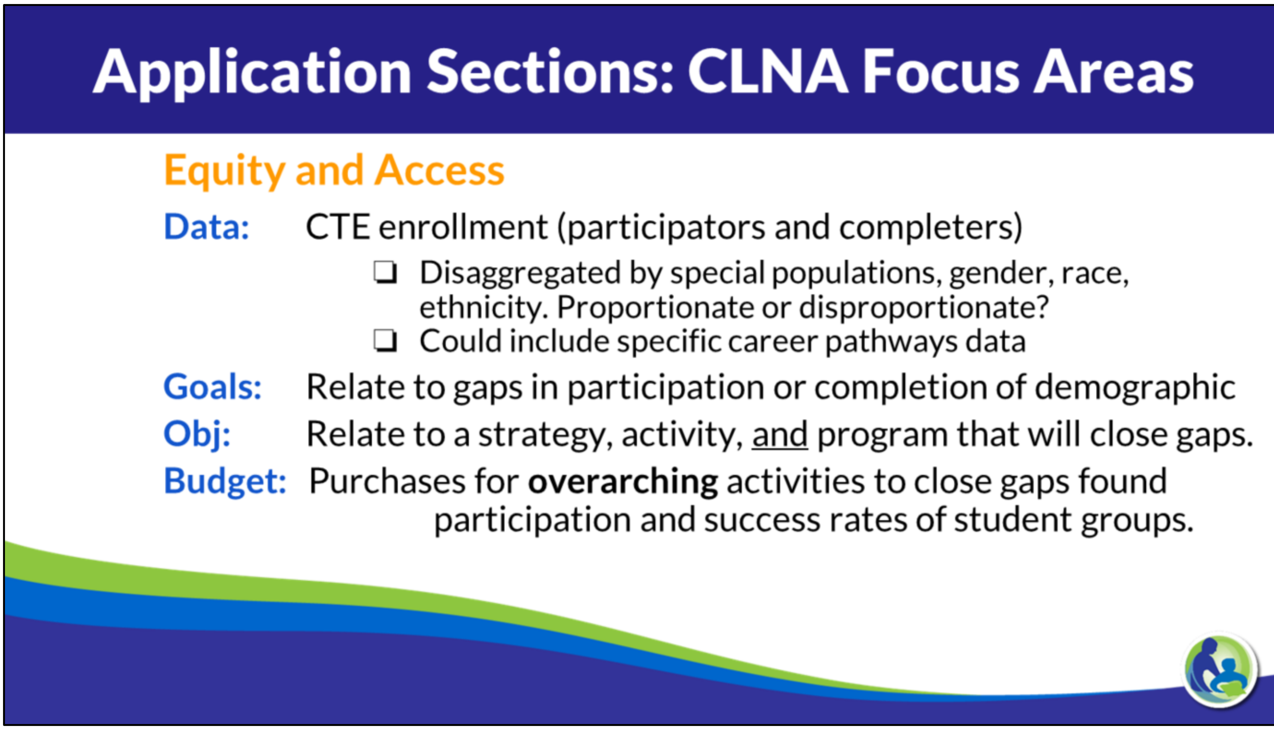
Again, this focus area is overarching and likely not specific to a career pathway.



<read list>

The indicators in blue are new data points under Perkins V, and you'll incorporate those into your next CLNA process which you'll undertake again in the 2021-2022.

These data points are not connected to specific pathways, but are more general in scope.



The Equity and Access focus area asked you to take a deep dive into your CTE disaggregated data.

- Breaking down who is participating and who is not?
- Who is being successful and who is not?
- Who are your concentrators and those seeking dual credit, WBL, involvement in CTSOs and who is not?

Data: CTE enrollment (participators and completers)

- ❑ Disaggregated by special populations, gender, race, ethnicity. Proportionate or disproportionate?
- ❑ Could include specific career pathways data for example only participants or not completers. Or dropping classes (not being successful)

Your Goal is related to where you want to go regarding disproportionate gaps that you may have seen in participators or completers.

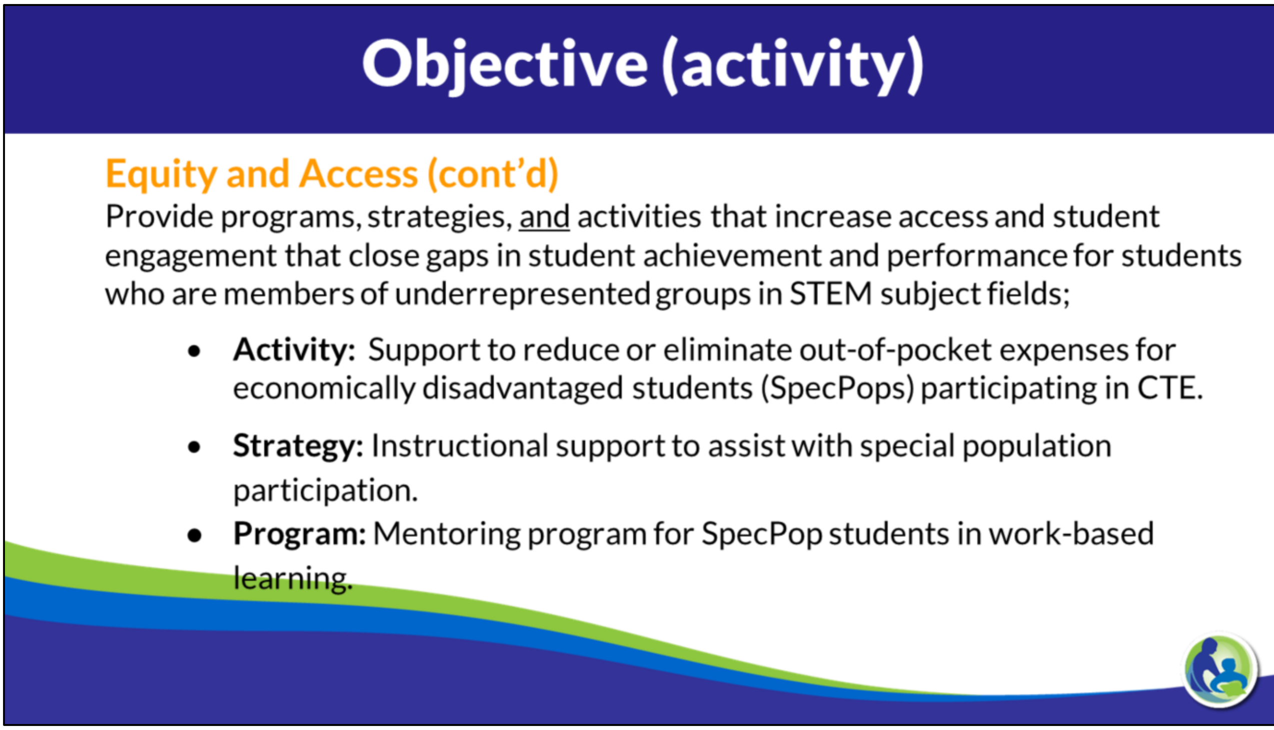
Here you identified an activity that will close the demographic gaps determined through your root cause analysis. In other words, once you determine the reason for the disportionality, what is the activity that will change that trajectory. Perhaps it is something your district has already identified and is doing. Or maybe you saw something in the data that you did not anticipate specific to CTE.

Your purchase here is likely to be more overarching rather than a pathway specific purchase.

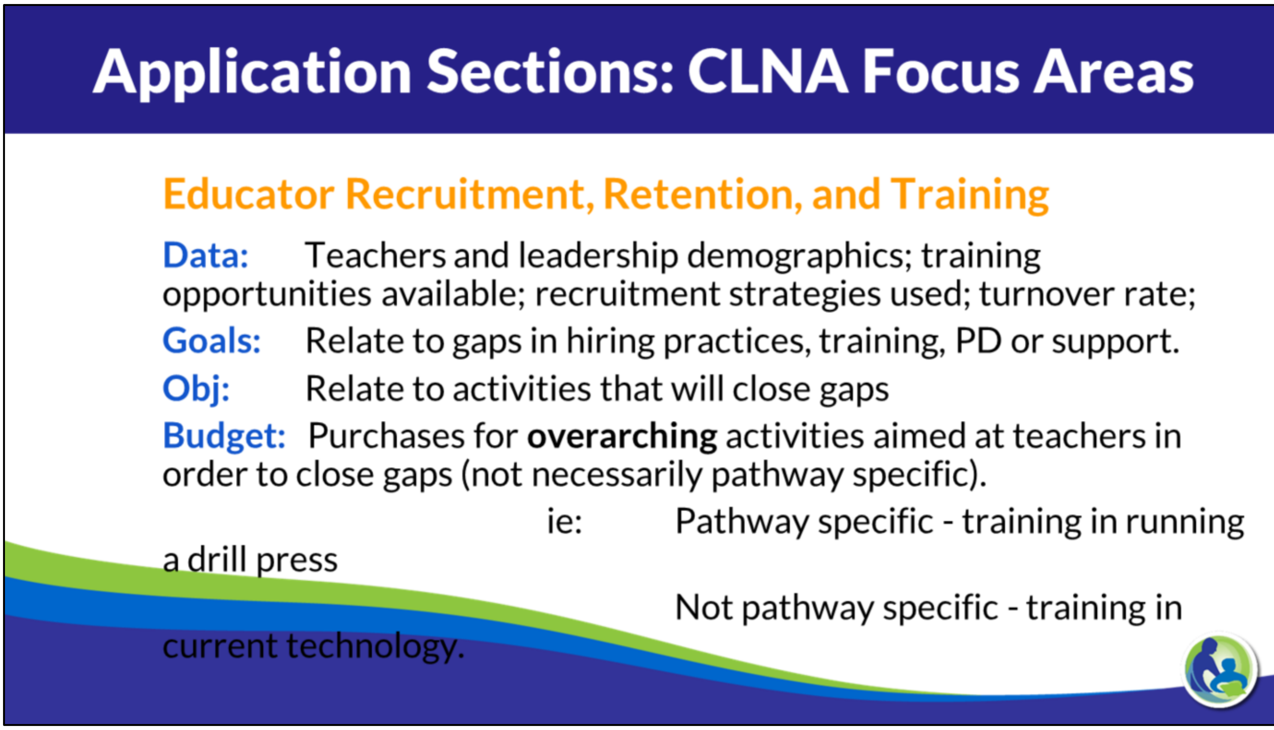
For example: you may have determined that there is a gap related to NTO enrollment and that a contributing factor is lack of intentionality on the part of teachers and counselors to bring NTO pathways to student's attention in a deliberate way. Given this, the goal may be to increase NTO participation by females. The corresponding activities could include training for teachers and counselors in NTO outreach and micro-messages that could hurt enrollment. A second activity might include updating communication to reflect female participation (covered by Perkins) and third, to build in specific NTO career exploration activities (which will be included in district's ACP process starting in middle school)

The bottom line for this focus area is that it targets Special Populations in CTE and will likely apply to a wide range of pathways.

There is no reason to include equipment or instructional purchases tied to a career pathway for this focus area.



Here is an example of three objectives that you'll have to choose from for your Equity and Access focus area. Again, you can keep what is going to carry over or type in something specific to your needs if you wish.But definitely refer to the draft document on the application website to see which of these might align with your goals.



The Educator Recruitment, Retention, and Training focus area is **teacher- and staff-focused**. It is about making sure you have teachers who are appropriately licensed and trained to teach a subject, are representative of the student body, understand pedagogy and educational standards, and receive the support they need to be successful in the classroom.

This focus area is also more overarching. For example, you may determine that your experience-based licensed CTE teachers (regardless of career pathway) would benefit from a particular type of professional development or mentoring to help them with instructing.

In another example, if the demographic of CTE teachers does not match the demographic of the district population, what goals do you have to address that gap and what are the activities that will be implemented?

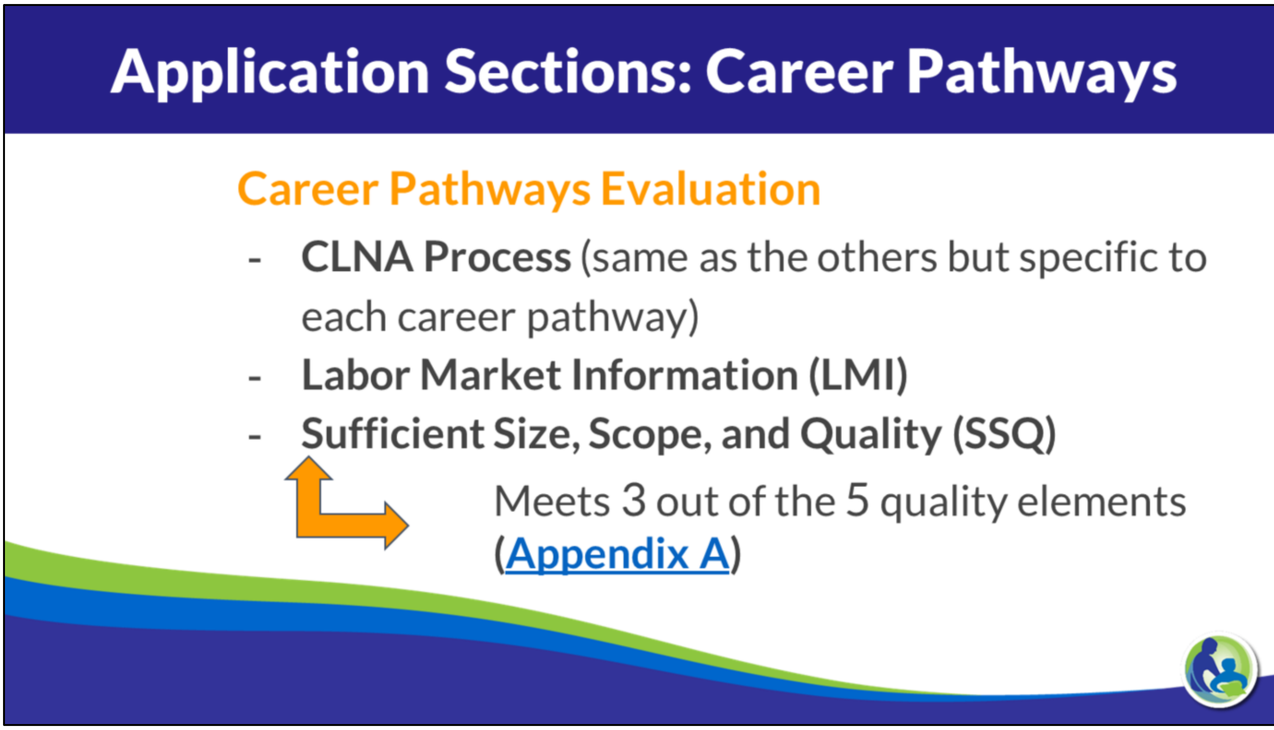
Perkins purchases for this focus area are typically targeted to Professional Development. It could include training in current technology or industry tours or teaching methodologies.

Purchases would not include classroom or instructional purchases.

It’s possible that you could see some overlap here for Equity and Access and Career Pathways.

What questions do you have for me regarding these three focus areas?

[ie: Pathway specific - training in running a drill press
Not pathway specific - training in current technology.]



The Career Pathway Evaluation Section of the application addresses your CLNA for each career pathway that meets size, scope, and quality to be effective.

This section not only addresses your CLNA data, goals and activities for each Career Pathway, but also approval of the career pathway by DPI.

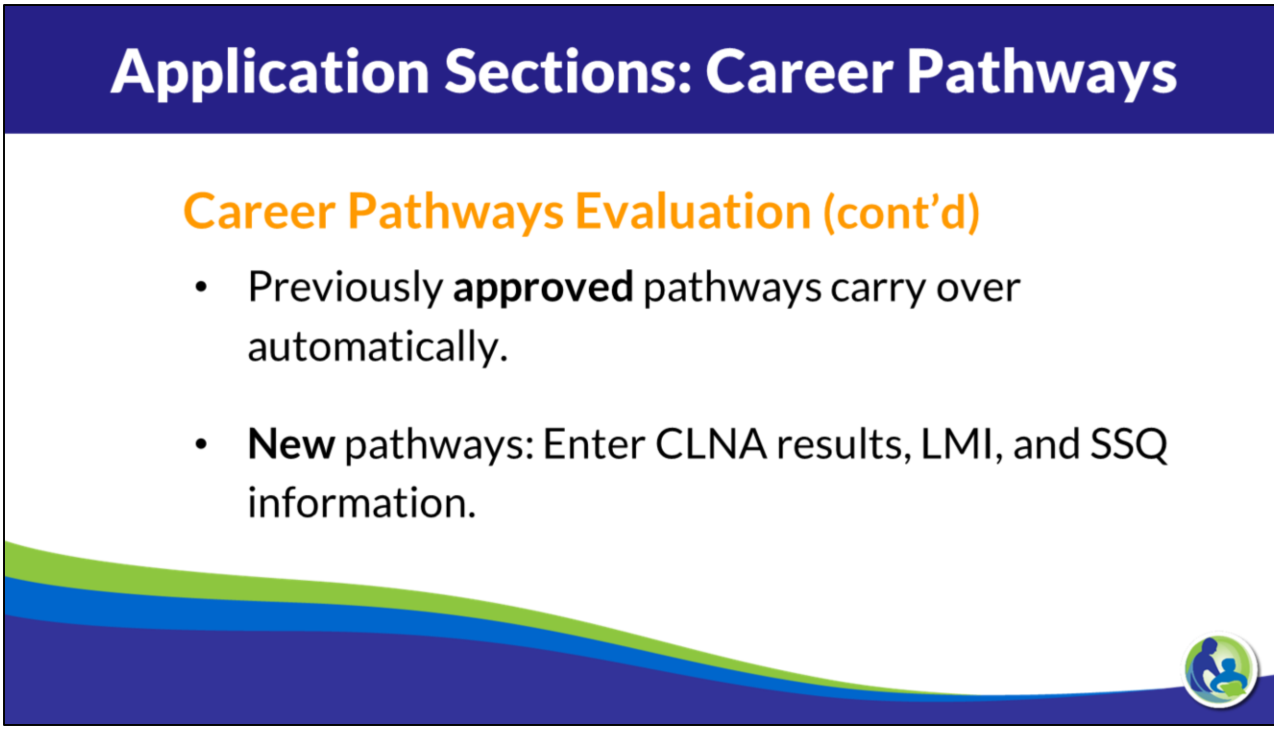
Approval is based on the pathway aligning to **labor market** needs and that it is of sufficient size, scope, and quality to be effective. Those elements are explained in more detail in **Appendix A** on the application website. In order for a district to be able to spend Perkins funds on a career pathway, it must meet size, scope and quality as defined.

Typically purchases for this focus area consist of instructional materials, equipment, and supplies to update instruction to meet current industry standards.

Costs for field trips or PD specific to a pathway would also be appropriate.

Again, if a pathway does NOT meet the minimum of 3 out of 5 elements, you cannot spend any Perkins funds on the pathway. There was some thought that this requirement might be increased for this coming year, but it isn't (and likely not for the timeframe of the state plan, which is four years).

[Don't walk through SSQ, cover it in next training]

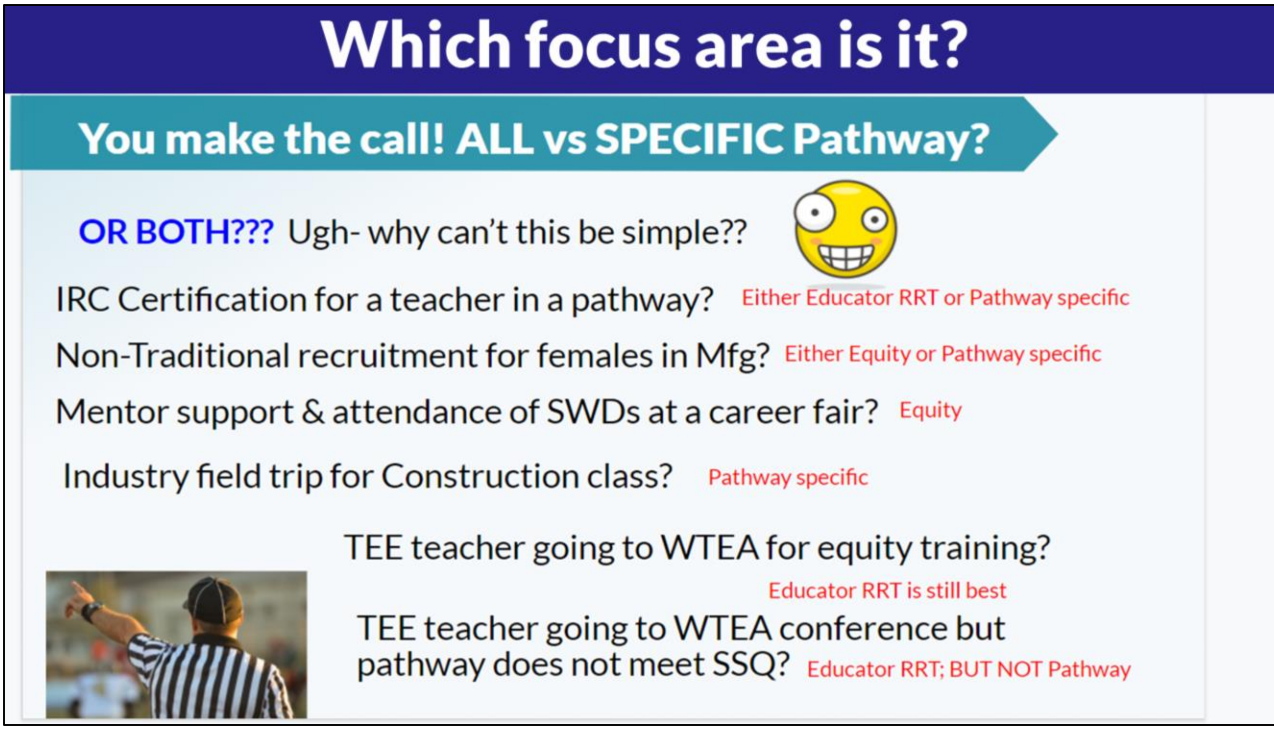


The career pathways for which you were approved last year will pre-fill into this year's application. As with the other focus areas, objectives and outcome measures will be editable.

You will **not** be able to edit the SSQ information as it has already been approved.

However, **IF** you wish to have a new career pathway submitted for approval, you will enter the CLNA results for that pathway as well as the LMI and SSQ information as you did last year.

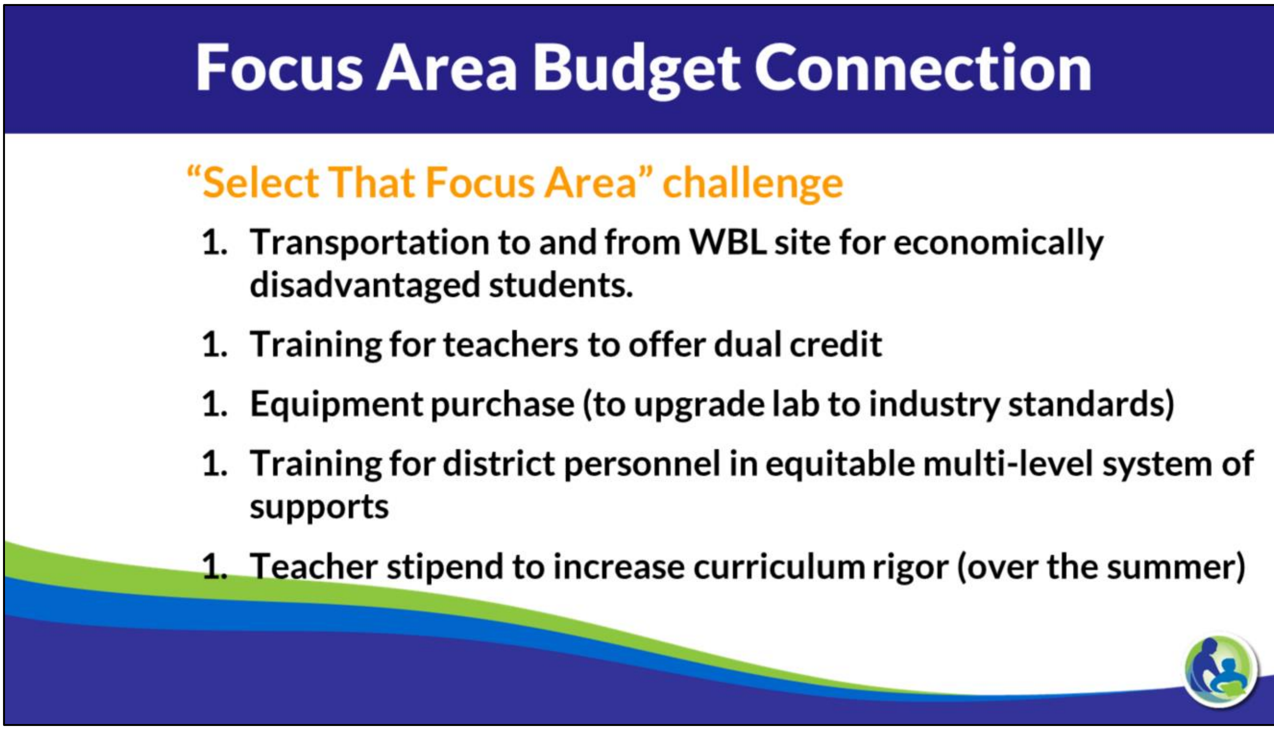
That was a lot of information. What questions about the Career Pathway Evaluation Section do you have for me? Please put those in the chat at this time.



So let's look at some examples of the correct focus areas for various expenses.
Is the activity an overarching type of activity or is it specific to a pathway or both?

(Read through)
Wisconsin Technology and Engineering conference. Well a teacher is probably going for PD in technology and engineering and not specifically for equity.

It is okay for a teacher to get PD even if the pathway does not meet SSQ.



Okay, now you try…

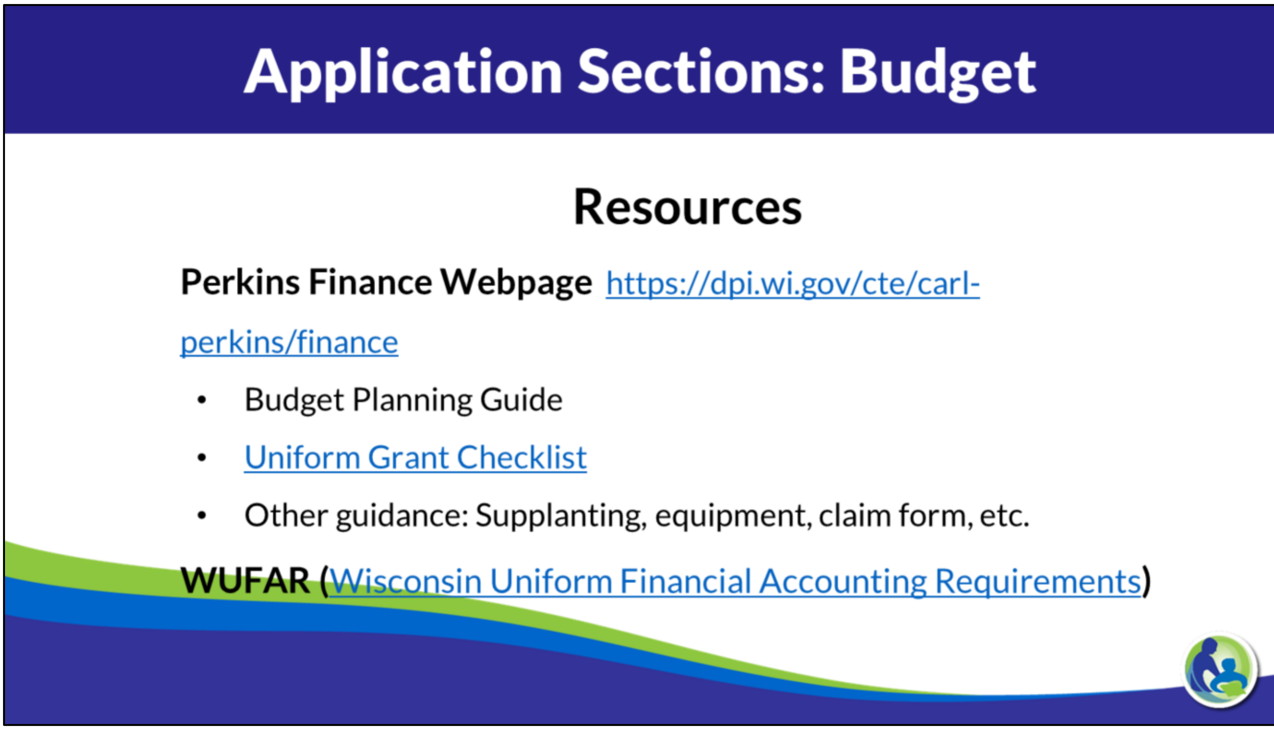
Which focus area do each of these purchases likely align to? Raise your hand if you'd like to take a stab at Number 1.
Number 2?
Number 3?
Number 4? and
Number 5?

Answer:

1. **Equity and Access**
2. This is probably **specific to career pathway** but could also be ERRT.
3. Equipment will always be a pathway expense as are supplies, textbooks, and other materials.
4. Training for district staff in equitable multi-level system of supports could be **E&A or ERRT**. What the gap related to?
5. Student Performance on Accountability Indicators.

So there are some grey areas. The key will be in the intention of the activity to close the gap in one of the areas.

Any questions?



[HALF WAY]

Time for budget fun!

Many of you have already begun the process of thinking about your purchases for next year and what will support your CTE activities leading to accomplishing your CLNA goals.

There are resources to help you through that process on the Perkins and DPI webpages. On the Perkins page, you'll see some finance information as well, including a budget planning guide, the uniform grant checklist, and other resources related to supplanting, equipment purchases and claiming your funds.

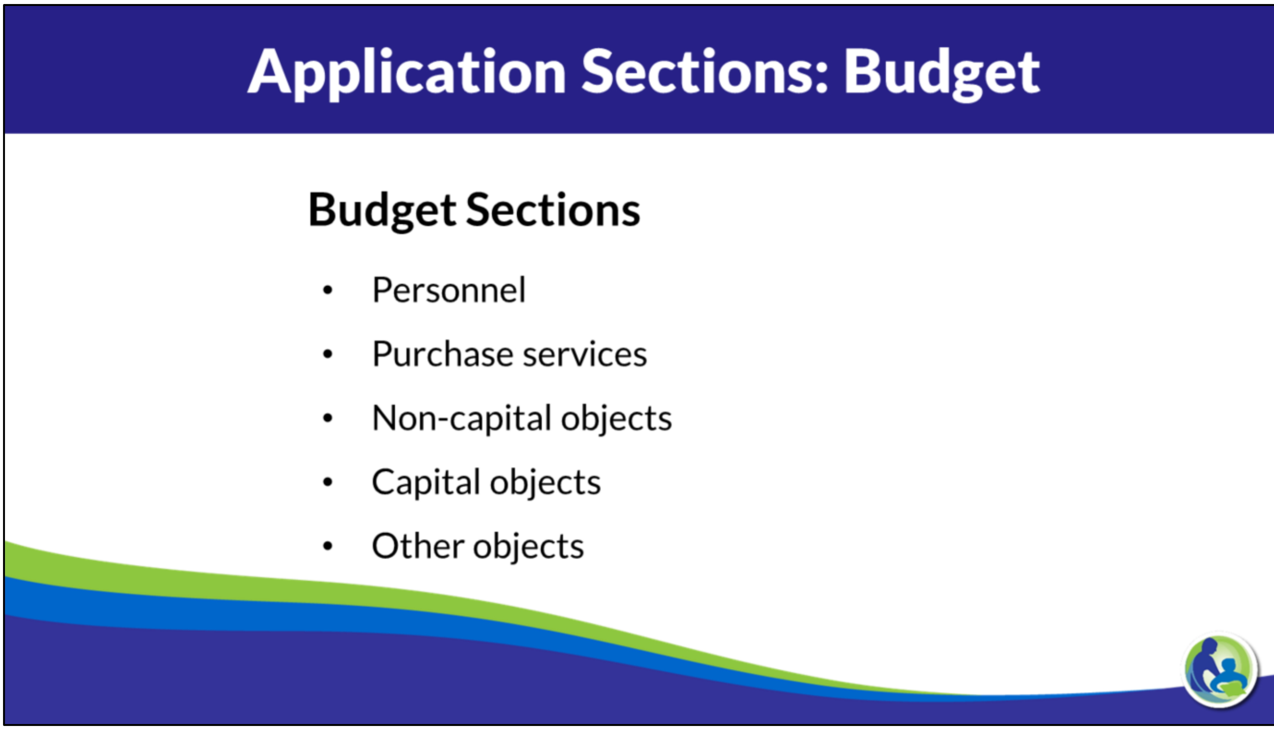
A bit about the budgets:

1. Budgets are probably the number one reason that applications are returned for corrections. We are all getting

better, though, so that is the good news!

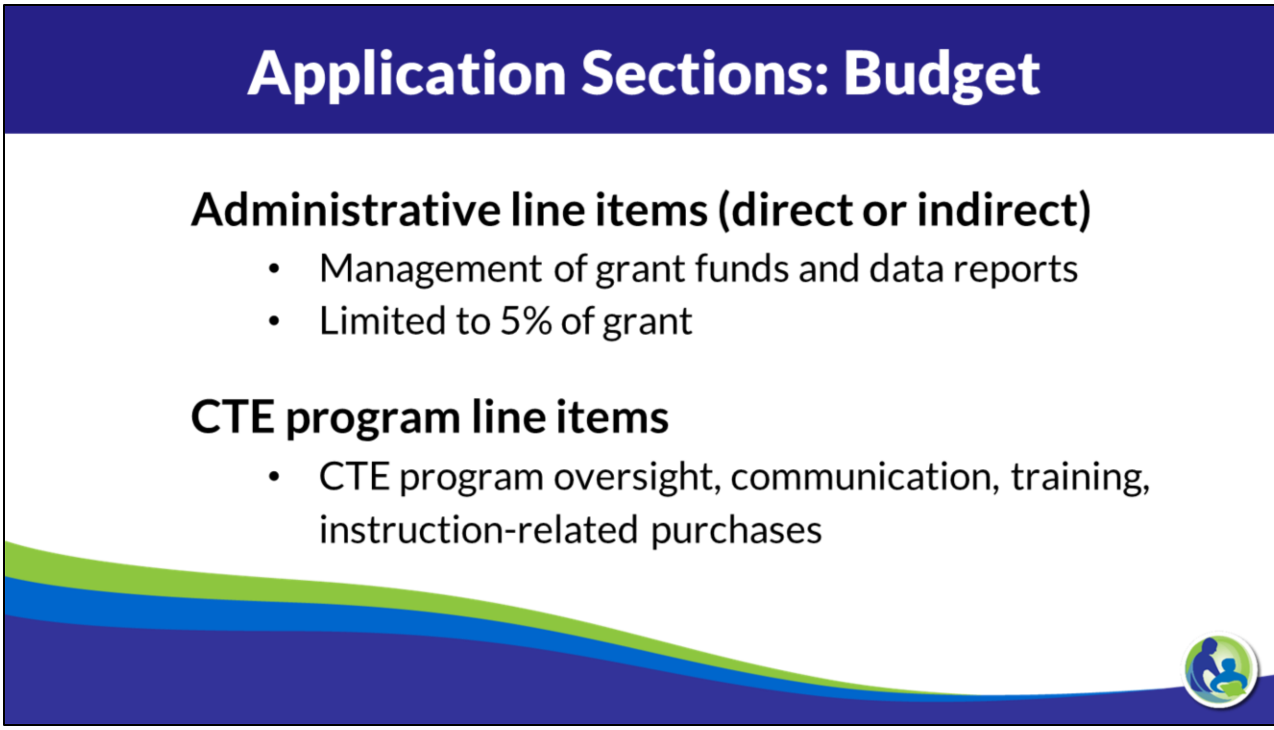
2. I cannot recommend enough the resources available to you on the Perkins application webpage. The Uniform Grant Guidance checklist is a good starting point for you, but the accounting laws are vast, so it is always good to check your decisions with your business office personnel.

3. WUFAR is the coding system that is used for budgeting each line item. It keeps the purchase buckets between all programs and districts consistent (or as the name indicates, uniform).
    - I'm not going to do a WUFAR 101 training today as there are a number of resources already available on the DPI website.
    - Know that this is really where your business office can help you.
        - While there are some nuances for Perkins, all other grants that your district receives from DPI use the same codes. So your business office works with the codes day in and day out.
        - As many of you know who have entered budgets before, we limit your code options (programmed into WISEgrants) to just those things that Perkins could be used for, so hopefully you've found that helpful.



Now, as you know there are five main budget areas that everything you want to purchase fits into:
Personnel
Purchase services
Non-capital objects
Capital objects
Or
Other objects

We'll look briefly at each of these.



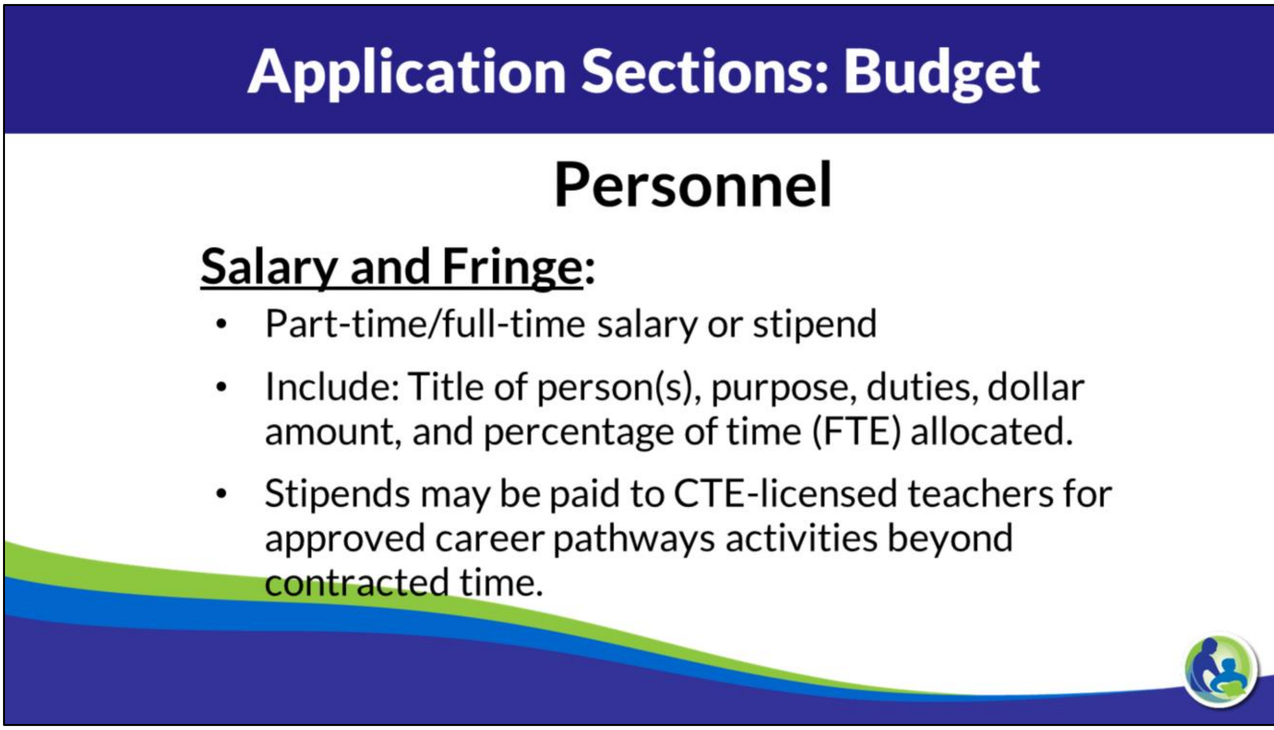
As well, Every single item you purchase will be type-coded as an **administrative expense** or a **CTE program expense.**

Administrative costs are limited to 5 percent of the grant subaward. Administrative activities are those necessary for the proper and efficient performance of the grant, including the supervision of such activities and include direct and indirect related costs.

Examples of **direct** administrative expenses include: completing the grant application, administration of funds, and data submission.

Examples of **indirect**, are costs an agency may elect to recover related to overarching administrative activities such as accounting, or other agency **operational** costs that touch the grant like office supplies or tech support (as examples).

CTE program expenses apply to everything else you budget



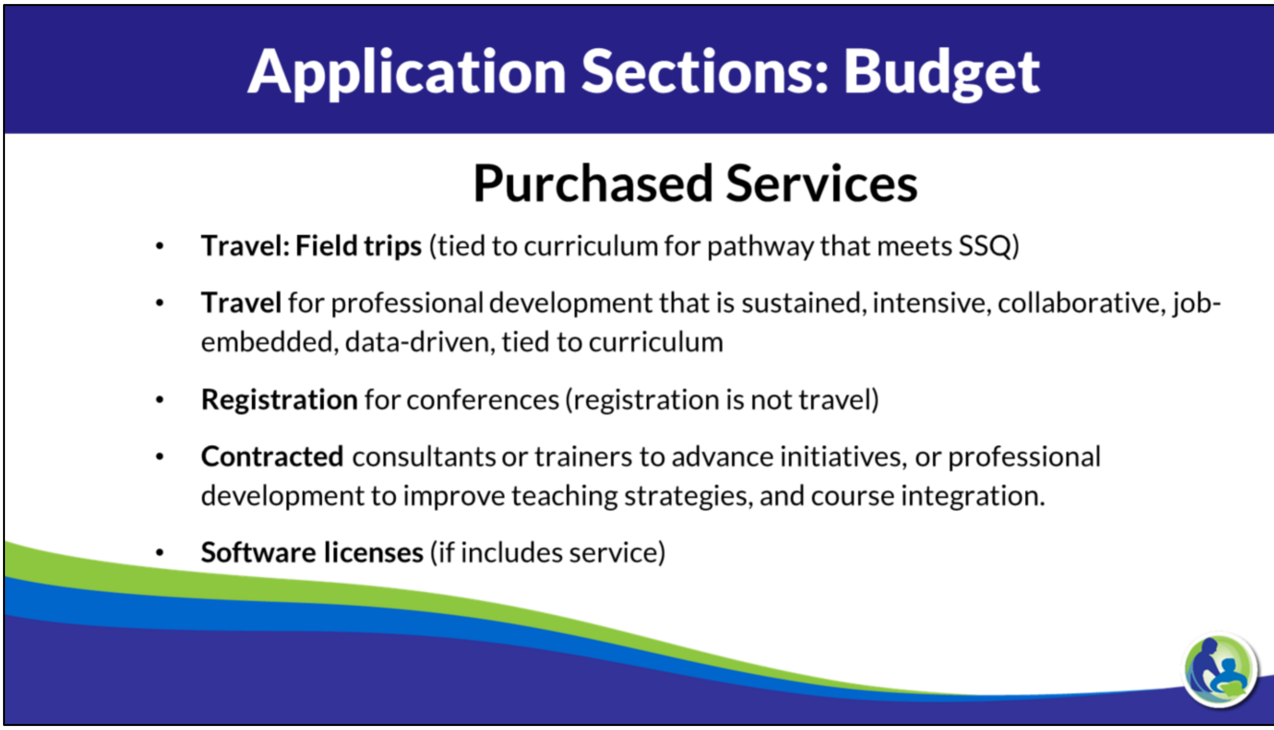
Personnel costs are those positions funded with the grant. The amount allocated to a position needs to be proportionate to the work on the grant activities.

This can include CTE Coordinator salary, a CTE teachers stipend (for example, for working on curriculum outside of regular contracted time) or office personnel (whose job it might be to collect and report Perkins data).

As the third bullet notes, funds may only be used for CTE-licensed teachers. There are limited situations in which non-CTE teachers may be permitted for joint professional development or curriculum development opportunities connected to CTE, and that would require prior approval.

A question has come up as to whether or not CTE Coordinator pay is allowable through the grant now that budget items must tie to the

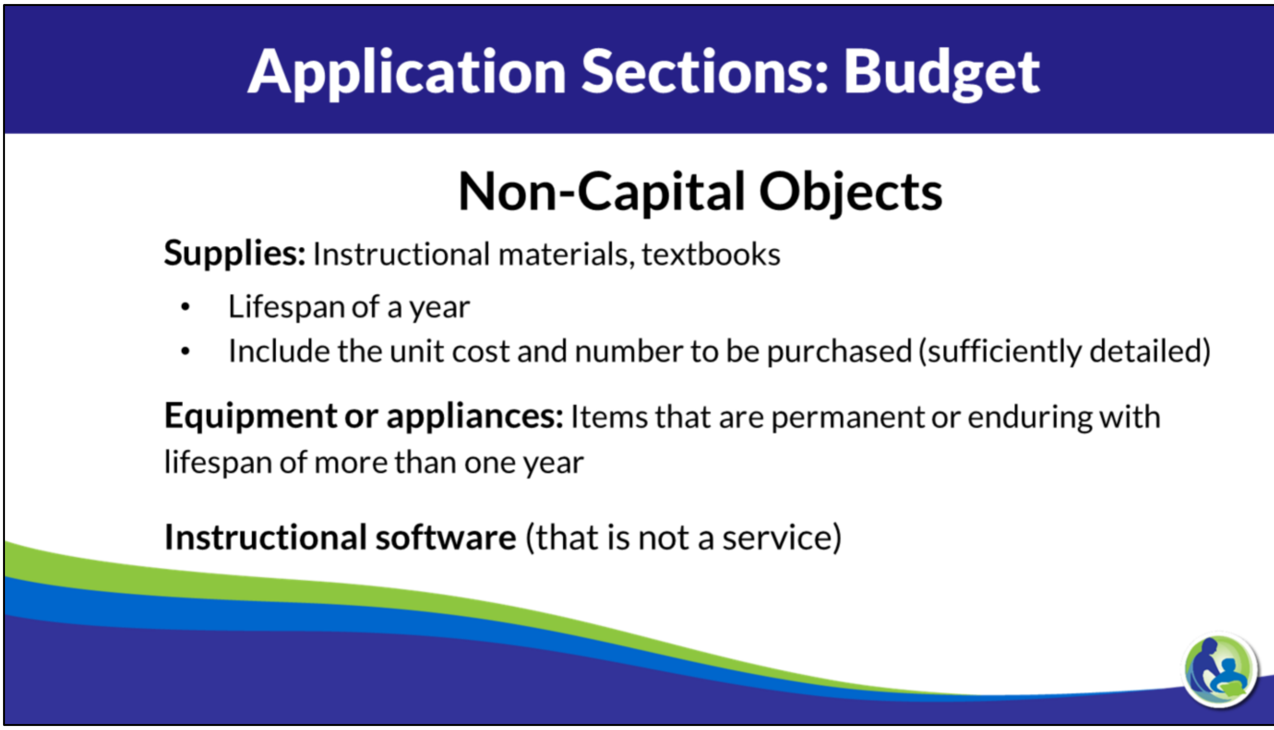
CLNA. About half of grant recipients use funds to pay part of the salary of the CTE Coordinator. When we see coordinators covered by the grant, usually a certain percentage is admin and a percentage is CTE program related. The CTE Coordinator position is a requirement of the grant and it's activities. It is not tied to a CLNA focus area objective or career pathways. So those of you have paid for the position may continue to do so. Those of you who have other resources that pay for your positions, that's fine, and you'll continue as you have been.



Purchased Services are for things such as travel expenses for students or faculty and staff, registration for conferences, contracting with consultants and new last year, software licenses (if it includes a service).

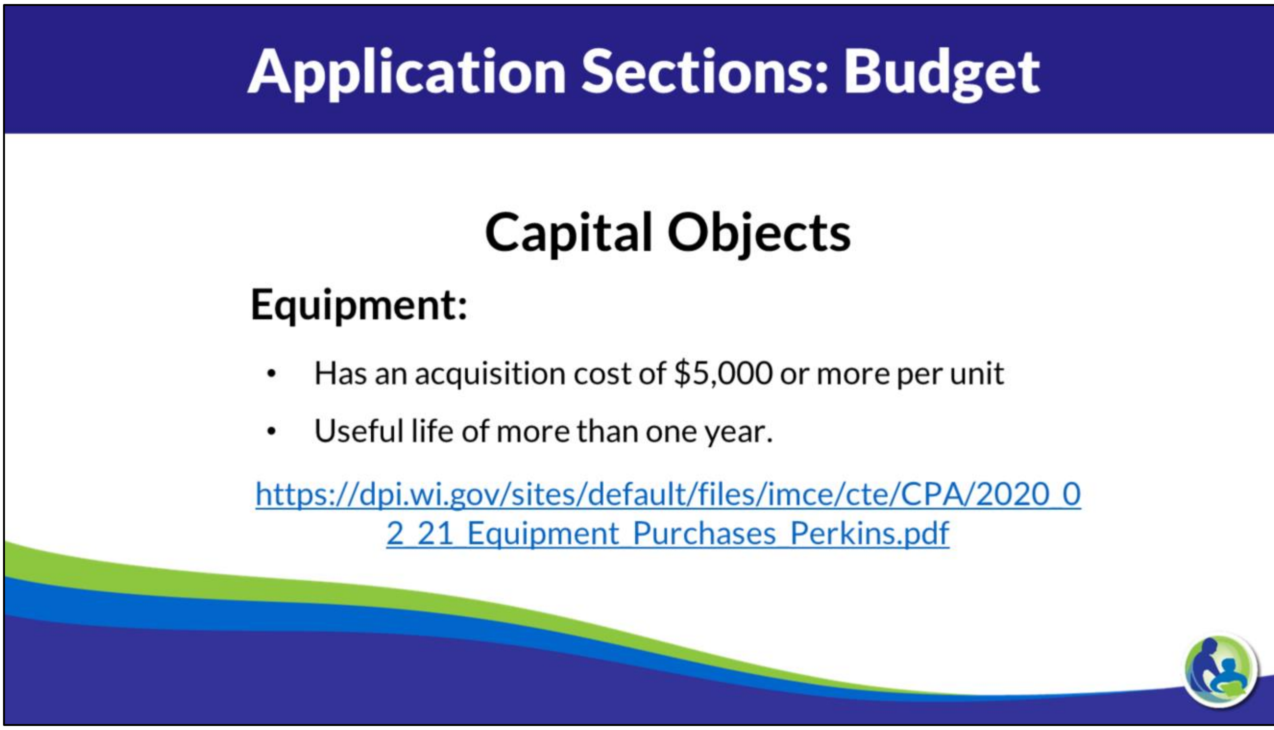
IOne thing to note is that an agency cannot contract with themselves to do the work required. For example, if you want to use a room at your district for stakeholder meetings after school, you would not contract with yourself to rent a room. You would just use the room or the local library or agency partner which would be free or you could contract with the Ramada Inn for use of a room and pay for that.

Purchase services ARE to be tied to a CLNA focus area or career pathway activity.



Examples of **non-capital objects** include things like instructional materials, textbooks or small appliances under a capital threshold of $5,000 that are needed to move your instruction forward.

Essentially they are items that have a life expectancy of less than one year. These items do not need to be recorded as a fixed asset or tracked in inventory.



Capital Equipment has an acquisition cost of $5,000 and a useful life of more than a year.

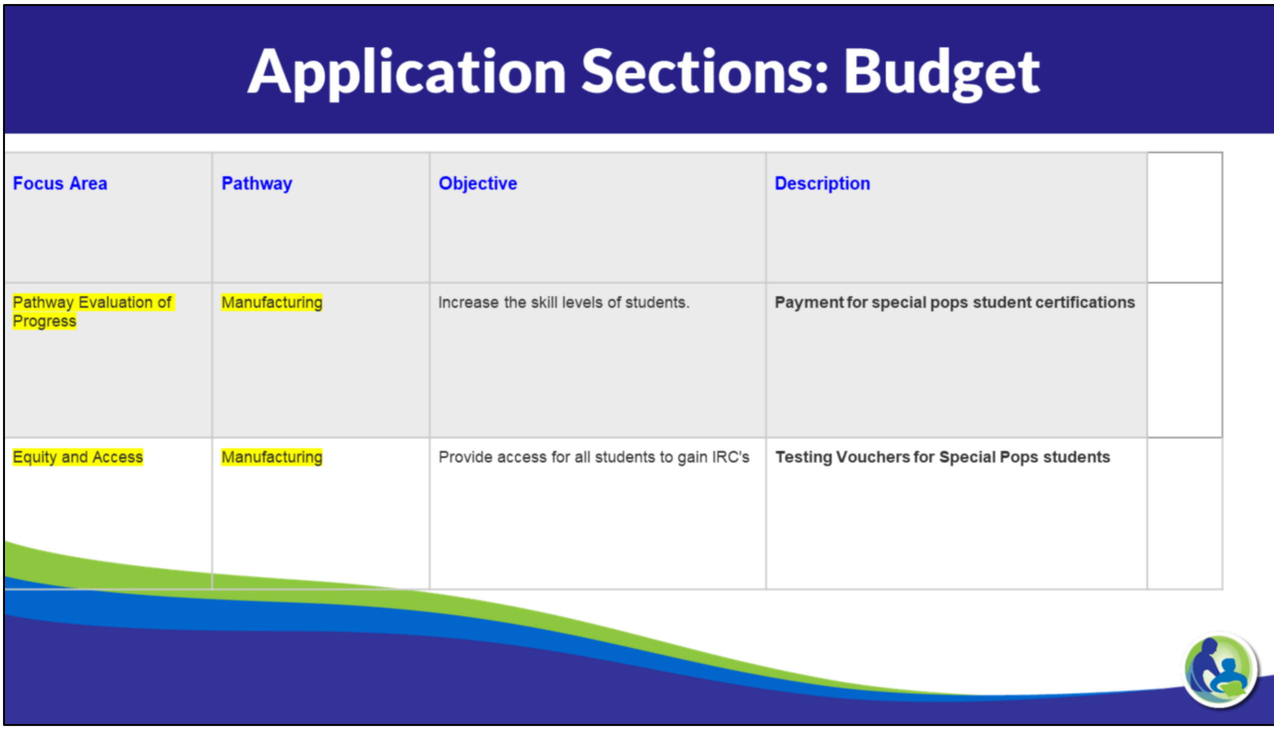
Equipment, cannot be encumbered without prior approval and must follow equipment management requirements.

The link will take you directly to our equipment purchase document located on the Perkins finance website.

Other objects include only two things:

- membership to a professional organization or
- entrance fees for field trip tours. As an example, entrance fee to tour the Green Bay Packer facility and offices.

(we don’t see either of these too often)



Application Sections: Budget

Focus Area	Pathway	Objective	Description	
Pathway Evaluation of Progress	Manufacturing	Increase the skill levels of students.	**Payment for special pops student certifications**	
Equity and Access	Manufacturing	Provide access for all students to gain IRC's	**Testing Vouchers for Special Pops students**	

Let’s talk about just a couple common errors that we’ve seen. What you see here is a portion of two line items.

The applicants selected the focus area for the expense, the career pathway tied to the expense, the objective (or activity) for meeting the goals, and a description of the purchase.

The first line item is the purchase of testing spots for special pops under career pathways and the other one under Equity and Access.

Both focus areas could be correct, it’s a matter of the data that was looked at and what the goals were. Our question would actually be about something else. <pause>

Any ideas what that is?

Do all Special Populations need help with paying for testing vouchers or just a certain subset? This is where your needs assessment discussion drills down to what is really needed to move the educating and success of students forward.

Special populations should not be used as a catch-all. You’ve disaggregated your data to identify the needs of specific groups, and your strategies should reflect the specific needs. In this example, it is probably economically disadvantaged students, which would also include foster youth or homeless youth. It could apply to some other groups, but you’d only know that by looking at the data closely.

Purchase of instructional equipment

Capital Equipment	CTE Instruction	Lab Equipment	1	Vocational Curriculum	Haas Wireless Intuitive Probing System for Haas CNC Mini Mill	Pathway Evaluation of Progress	Manufacturing	Update outdated equipment to match Industry & dual credit standards.	$5,000.00

Purchase of transportation

Pupil Transportation	Instructional Field Trip	Pupil Transportation	Field Trips - Contracted	Visit to clinic and to FVTC to observe industry settings and postsecondary learning.	Pathway Evaluation of Progress	SERCP-Nursing	Ensure hands on pathway exploration.	$300.00

This is an example of what the line item looks like once entered and what we see.

If you look at the top one. The item is for a capital object/ it's equipment/ it's for instruction/ one item is being purchased/ it's for vocational curriculum/ A description of the item being purchased/ it is for the career pathway focus area of Manufacturing/ The objective is to purchase equipment that matches industry and dual credit standards and will cost $5,000.

In the second example, you see the purchase of transportation, for a field trip, it's contracted (likely a bus service), the description includes what the transportation is for (visits to clinics and Fox Valley Tech) to explore the career pathway of Nursing. It will cost a total of $300.

So these are just a couple samples of what you enter for your budget line items.

Any questions about budgeting?

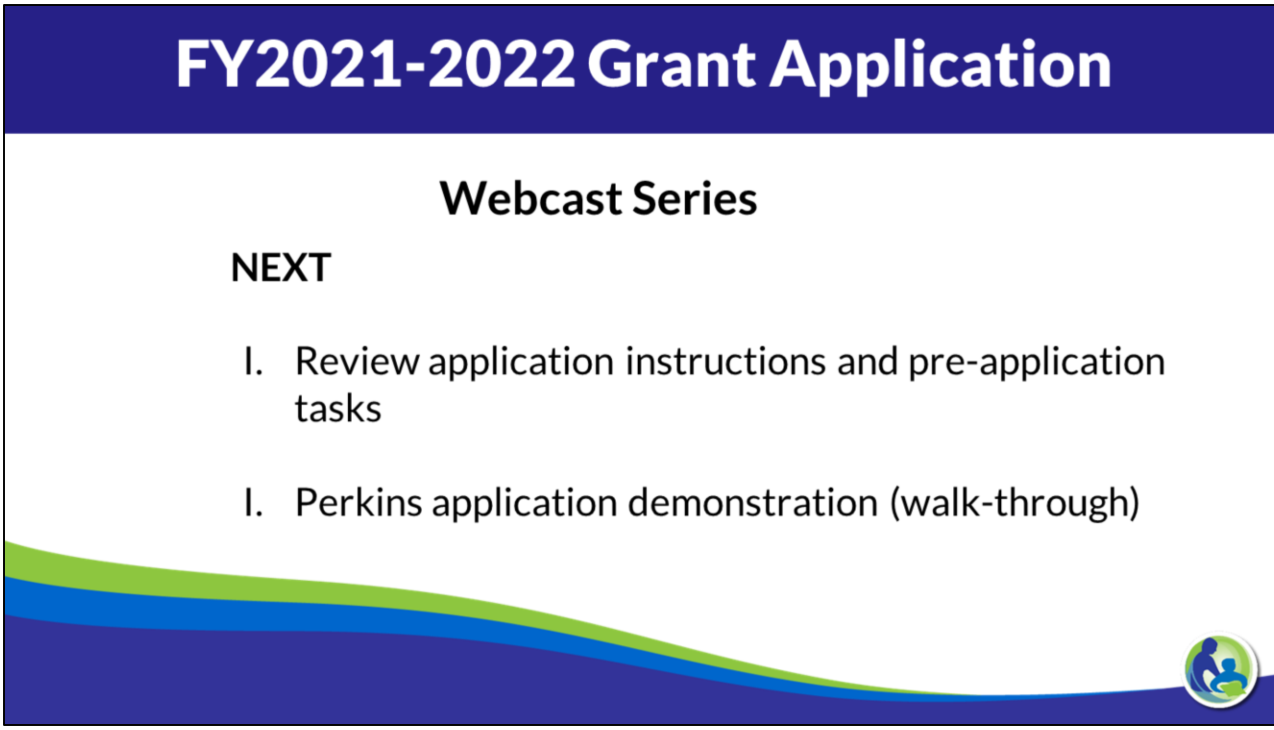
Okay, Resources….

The link at the top will take you to the Perkins application webpage. On the webpage you'll find links to resources and documents needed for completion of your application.

The instructions will be available for you in the next couple weeks.

The draft document lists those objectives or activities that will, in many cases, align with your CLNA goals for each focus area. Using this list, when it makes sense to do so, will provide more consistency for you.

The document is a draft as it may be edited as time goes on. But for this year, these options will be programmed in the system for you to select. Again, you can keep what copies over from last year or type in new activities. It's up to you.



In our next webcast, we'll provide an opportunity to review and discuss the application instructions. There is a lot going on with it being CTE month, but my hope is to be able to provide a walk-through of the instructions sometime the week of February 15th.

And then a demonstration of the system the first week in March.

So, we have about 10m for me to answer additional questions.

Great! Well, thank you so much for tuning in today. Te had some great questions and I hope you found it helpful.

I look forward to meeting with you again in a couple weeks.